

Camden School for Girls



Year 10 Handbook

2022 - 2023



CAMDEN SCHOOL FOR GIRLS

Frances Mary Buss Foundation

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July 2022

Dear Parent / Carer,

Your child is about to enter Year 10 at Camden School for Girls. This is a crucial time for their studies. During the year, three out of the five terms for GCSE work will be completed; vital marks from controlled assessments and tests will be achieved and a firm foundation for Year 11 laid down.

Predictions are made for your child's target minimum grades (TMGs) for GCSEs and these are based on their prior attainment and we use them as a basic guide to check student progress throughout the two years of Key Stage 4.

Important Year 10 dates to note are:

- Monday, 5 September: First day back – Mental Health workshop in Studio with Head of Year & tutors
 - **10 C+M** at 10.00 a.m. – 12.00 p.m.
 - **10 R+T** at 1.00pm – 3.00 p.m.
- w/b Monday, 10 October: Internal Early Warning Check
Parents could be contacted if there are concerns
- Wednesday, 16 November: Progress report sent to parents
- Thursday, 2 March 2023: Parents' Consultation Evening 5.00 - 7.00 pm
- Wednesday, 21 June: Progress report sent to parents
- 3 – 14 July : Work Experience

Please feel able to contact any of us during the year if you need any help or advice, most notably myself, Ms Farrow (Head of Year 10) or your child's form tutor.

Yours sincerely,

Kateryna Law
Headteacher

Camden School for Girls

School Term dates 2022 – 2023

Autumn Term 2022	
Autumn 1	Thursday 1 September 2022 – Friday 21 October 2022
Half Term	Monday 24 October 2022 - Monday 31 October 2022
Autumn 2	Tuesday 1 November 2022 – Friday 16 December 2022
Christmas Holidays	Monday 19 December 2022 – Monday 2 January 2023
Spring Term 2023	
Spring 1	Tuesday 3 January 2023 – Friday 10 February 2023
Half Term	Monday 13 February 2023 - Friday 17 February 2023
Spring 2	Monday 20 February 2023 – Friday 31 March 2023
Spring Holidays	Monday 3 April 2023 – Friday 14 April 2023 (Easter weekend 7 – 10 April)
Summer Term 2023	
Summer 1	Monday 17 April 2023 – Friday 26 May 2023 (May Day Bank Holiday 1 May)
Half Term	Monday 29 May 2023 – Friday 2 June 2023 (Spring Bank Holiday 29 May)
Summer 2	Monday 5 June 2023 – Friday 21 July 2023
FOUNDERS DAY	Friday 31 March 2023
PUBLIC HOLIDAYS	Christmas Day – Sunday 25 December 2022 (Tuesday 27 substitute day) Boxing Day – Monday 26 December 2022 New Year's Day – Sunday 1 January 2023 (Monday 2 substitute day) Good Friday – 7 April 2023 Easter Monday – 10 April 2023 May Day Bank Holiday – Monday 1 May 2023 Spring Day Holiday – Monday 29 May 2023 August Bank Holiday – Monday 28 August 2023
INSET DAYS (School shut to students)	Thursday 1 September 2022 Wednesday 23 November 2022 Tuesday 3 January 2023 Friday 30 June 2023
START OF YEAR ARRANGEMENTS	Friday 2 September 2022: Sixth form induction begins Monday 5 September 2022: First day back for Years 7-11 :- Year 7 WiseUp team building activity day 8.45am – 3.30pm Year 8 Coding workshop in school 10am – 12pm 8C & 8M, 1pm – 3pm 8R & 8T Year 9 Career & Unifrog research in school 10am – 12pm 9C & 9M, 1pm – 3pm 9R & 9T Year 10 Mental Health Workshop 10am – 12pm 10C & 10M, 1pm – 3pm 10R & 10T Year 11 Target Review Day (by appointment) Tuesday 6 September Year 7 08.30am-12.40pm Year 8-11 1.30pm-3.30pm Wednesday 7 September All year groups - normal lessons start 8.40am Assembly for Years 7-11

The School Day 2022/23

REGISTRATION	-	8.45 – 9.00
PERIOD 1	-	9.00 - 9.40
PERIOD 2	-	9.40 - 10.20
PERIOD 3	-	10.20 - 11.00
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<b>BREAK</b>	-	<b>11.00 - 11.20</b>
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PERIOD 4	-	11.20 - 12.00
PERIOD 5	-	12.00 - 12.40
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<b>LUNCH</b>	-	<b>12.40 - 1.30</b>
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PERIOD 6	-	1.30 - 2.10
PERIOD 7	-	2.10 - 2.50
PERIOD 8	-	2.50 - 3.30

On Wednesday and Friday school ends at 2.50 pm after period 7.
Friday early finish for Years 7 & 8 only.

**CAMDEN SCHOOL FOR GIRLS
ARRIVAL AND DEPARTURE FROM SCHOOL**

Students can arrive in school from 8.15 a.m. onwards but are not allowed upstairs into the classrooms until 8.30 a.m. when the cleaning has finished.

At the end of the day, students are asked to meet their school friends inside the school gates and then leave the school grounds quietly and quickly.

Students are not allowed to gather outside the gates or lean on the protective railings as this blocks the view of motorists and stops pedestrians walking down Sandall Road.

Always be considerate to other members of the local community.



THE SEVEN RULES IN THE CLASSROOM FOR LEARNING



1. Always be on time and have the right equipment and books. Put your bag on the floor.
2. Remember to put up your hand – don't call out – never use bad language.
3. Agree to the seating plan or talk to your teacher privately.
4. Mobile phones should be turned off and be out of sight unless instructed by your teacher.
5. Take care of the environment – no graffiti, no litter, no gum and no food.
6. Go to the toilet during break and lunchtime. You will not be allowed during a lesson unless you have a medical pass.
7. Always be polite and considerate to everybody and leave grudges outside the classroom door.

Follow your teacher's instructions.

Lessons are for learning!

RULES FOR CORRIDORS



- **Walk**, don't run, and keep **left** where possible.
- Don't link arms; **allow** people to get past.
- Be **considerate** if a student or teacher is carrying a heavy bag or bulky equipment.
- Never let a door slam back; **hold it open**.
- No loud shouting or calling out; students are **working** in the classrooms.
- Make the school **safe**; do not push or shove.

Keep the school clean.

Please do not eat or drink in the corridors.

'Keep left and keep moving.'

A QUESTION AND ANSWER GUIDE TO GENERAL CONCERNS

The School Office is the helpful source of all answers to questions on school matters but sometimes it helps to know who else to contact if you have a query.

What if:-

- Q. I want to take my child away on holiday during the school term?
A. You **must** write to the Headteacher. This is very likely to be refused.
- Q. My child has lost something at school?
A. They must go to the Reception office where recovered lost property is kept.
- Q. My child seems to be taking too long over her homework?
A. If it is only in one subject you should contact the Head of that Department. If it is in several subjects contact the Form Tutor or Head of Year. In either case write it in their diary.
- Q. My child does not seem to be doing any homework?
A. Again, write this in the diary and contact their Form Tutor.
- Q. I have concerns over my child's academic progress - writing, spelling, reading, etc.?
A. Contact the Head of Special Needs, Ms Janet Pringle.
- Q. My child has a medical appointment which must be during the school day?
A. Please inform the form tutor and ask your child to show their form tutor the appointment.
- Q. I need to contact my child because of an emergency during the day?
A. Telephone the School Office who can put a message in the register.
- Q. My child is absent for only one session (i.e. the morning or afternoon)?
A. They still need a note or telephone call to explain the absence.
- Q. I am unhappy about my child's friendship group?
A. Contact the form tutor or Head of Year.
- Q. I am unhappy about a school procedure?
A. Contact the Headteacher or Deputy Head, Ms Derrar.
- Q. My child feels sick during a lesson?
A. Your child should report to the Reception office where a member of staff will see them. (We cannot give out paracetamol without a completed 'School Medicine Card' which is available from Reception office. The card must be filled in by you, the parent/carer and returned to Reception office with your child's own supply of medication).
- Q. My child needs to take medication during the day?
A. A note signed by yourself, together with the medication, stating how often and how much should be given to Ms Lynn Caufield in the Reception office.

- Q. How can I become more involved in school activities?
A. Friday News is shared via email with all parents/carers and is also on our website. It has regular requests for help from staff and CASCA.
- Q. I miss a Parents' Evening?
A. Telephone your child's Head of Year or Tutor.
- Q. What if I cannot pay for a trip?
A. Talk to your child's form tutor, Head of Year or Ms Derrar, Deputy Headteacher.



MOBILE PHONES

Using mobile phones is disruptive in lessons and stops students' learning.

- Mobile phones must be switched off and put away at all times; any phone seen or heard will be confiscated.
- Phones that are confiscated will be returned to students at the end of the day in the first instance, although should there be a second occurrence a call will be made home with the requirement of a parent/carer to collect the phone on their child's behalf.
- The restriction is in place at all times while students are in the grounds of the school building, this includes when students arrive and leave at the end of the day. Phones should be away before students enter the school grounds and not accessed until they have left the site.
- Use of Mobile phones during lessons is only with the permission of your teacher for educational purposes.
- Should students need to use a phone at the end of the day to contact parents with any **urgent concerns** or for collection following school-based activities they are asked to use the main reception phone.
- Year 12 and 13 students are allowed to use their phones but only in the Sixth form common room. Their phones must be switched off and put away in all other parts of the school.
- Mobile phones are NOT allowed in exams.
- Mobile phones do get lost and stolen. We will not spend time searching for them, so if you don't really need one LEAVE IT AT HOME!

INFORMATION AND REGULATIONS 2022/2023

1. Home/School Communication

School Newsletter (Friday News) - School to Home

Regular school newsletters are published on the school website; a link is distributed weekly via email. The newsletter contains important information and includes notification of forthcoming school events across all year groups such as parent consultations, school trips, plays and concerts.

Absence and Illness - Home to School

At school we need to be informed about all absences by 9.30 am, on the day that they occur. This can be done by phone or by email - absent@csg.school. When a child returns after an illness or unplanned absence, they should bring a note for their form tutor. The form tutor should also be informed of absences which are known in advance, for example appointments with doctors, dentists, etc. Failure to inform the form tutor after an absence would result in an unauthorised absent mark in the Register.

The School Planner

Every year each child is given a Planner in which to keep the details of their timetable, the homework they are set and a note of any messages for their parents. They should take it to all lessons and bring it home every evening. In Years 7 and 8, at the end of each week, a parent, guardian or carer should sign it. They may wish to use the Planner to send messages to school.

2. Homework

Homework is normally set for every evening and parents are asked to make sure that their child does what is set. If your child is unable to do the work for any reason, you are asked to write a note in their Planner. In September copies of the homework timetable for the year are sent home for parents to sign. This is done to avoid any later confusion about what is expected.

3. School Catering

We are making every effort to make our lunch and break snacks as nutritious and healthy as possible. Snacks such as rolls, sandwiches, pizza slices, etc. are available at break time. The school operates a cashless system for purchasing meals and snacks – you will be prompted to sign up for ParentPay.

4. Free School Meals

If your child attends a Camden primary school and is already on free school meals you do not need to renew your application. If you think your circumstances have changed you should contact Camden CSF direct by email to benefitsFSM@camden.gov.uk or by phone to 020 7974 5771. If you are new to free school meals or if your child has free school meals at a primary school that is NOT in the borough of Camden you can apply on-line at www.camden.gov.uk/fsm If you are eligible for Free School Meals you will also be eligible for grants towards educational trips.

5. Illness and Emergencies During the Day

We keep a list of day-time contact phone numbers in case of emergencies during the school day. Students are not sent home without prior consultation.

6. Leaving the School Premises During the School Day

Pupils in Years 7 -11 are not permitted to leave the school premises during mid-morning break and the lunch hour unless they ask for special permission from a member of staff.

7. School Visits

Sometimes, when we take students on visits in London, it may be more convenient for them to go home directly from the place they are visiting than to return to school first. Before the outing students are told where they are going and can discuss with you and with members of staff the best way to go home. Members of staff will always check that any student going home direct knows their route. On these occasions you will be informed by letter and asked to sign a permission slip for your child to be allowed home independently.

8. Dress Sense

Although we promote individuality, we do expect our students to be dressed decently and appropriately for the weather.

9. Jewellery

There are many occasions in lessons, especially Design and Technology, Physical Education, Art, Science and Food Technology, when it is unsafe to wear jewellery. The school stresses that it can accept no responsibility for loss. Therefore students are strongly advised not to wear jewellery in school, particularly during Years 7-9 when one or more of these activities are likely to occur each day.

10. Money and Valuables

The school is unable to accept responsibility for valuable items such as cameras, mobile phones, personal audio/video players/recorders or expensive clothes, as personal property is not insured against theft. We ask that large sums of money and valuables are, if possible, never brought to school. If, for some reason, they are on a rare occasion brought to school students should ask members of staff or the school office to look after their valuables for safekeeping until the end of the day. The music staff will give specific advice about arrangements for musical instruments on the school premises.

11. Bicycles

Students may come to school by bicycle if they have parental permission. The school has covered parking for bicycles but cannot accept any responsibility for loss or damage during the day. Bicycles cannot be regarded as safe unless padlocked. Students should inform the Schoolkeeper if for some reason they are unable to take their bicycle home at night.

12. Physical Education

A change of clothes is required for Physical Education for both hygienic and practical reasons. Each student should have the following: a Camden School PE T-shirt bought from school, shorts or track suit bottoms (in navy blue or black), trainers and socks. **All clothes and possessions should be clearly marked.** All jewellery must be removed for PE lessons. We suggest that on PE days students do not bring in mobiles or jewellery as these will be left unattended at some point.

13. Music Lessons

The school offers a wide range of lessons for students who would like to learn to play a musical instrument. Details are published separately. Ms Gordon, Head of Music, can give further information about fees etc to parents/carers who are interested.

14. School Fund

Every year we raise funds for the School and ask parents/carers to help us where they can, ideally by committing to monthly donations. Remember, even small amounts can really add up; just £2.00 per week amounts to £100 over the year, so you can really make a difference to the School and to your child's educational experiences during their time here.

Please donate at <https://cafdonate.cafonline.org/10406#!>

Or by scanning this QR code

Whatever help you can give is deeply appreciated. Thank you.



HOMWORK STATEMENT

Camden School believes that homework makes a valuable contribution to learning and that the practice sets up an important partnership with the student's home. This statement sets out the school's guidelines that offer students the opportunity outside the classroom to benefit from independent learning.

Homework is seen as a valuable educational resource for a number of reasons.

- Homework can reinforce skills and help students to practise techniques used in the classroom. Extra exercises showing progressive improvements will boost confidence and improve levels of motivation.
- Homework can encourage parents and children to collaborate and learn together.
- Homework can extend the classroom experience and help students of all abilities to study a topic in more depth.
- Homework can relate to a student's local or personal experience, e.g. interviews, questionnaires, surveys, TV and radio programmes, magazines and newspaper articles. The benefits of such open activities include a greater use of personal initiative to apply knowledge through investigation.
- Homework in the junior school can set up a routine for the GCSE work studied in Years 10 and 11.
- Homework encourages taking personal responsibility for good organisation, timekeeping and commitment to a set task when working alone.

Every September each student receives a homework timetable. This outlines the subject allocation per evening and the expected duration of the homework.

The student writes the homework instructions in her school planner and, especially in Years 7, 8 and 9, the class teacher writes the details on the board or on a worksheet.

Most homework is given in on a specific day and at a particular place in accordance with departmental policy.

Marking takes place as promptly as possible in line with the guidelines set down by the Head of Department. Sometimes it may be possible for students to assess and mark their own work under the guidance of the class teacher. All marking procedures encourage students to raise their standards and comments reward effort as well as attainment.

To ensure continuity and plan progression, all marking and assessment are recorded and can then be used as a performance indicator by the student, the parents and the Department.

If a student fails to complete a series of homework tasks, the Head of Department is informed and the parents consulted. A detention may be necessary to remedy the backlog of work. The form tutor is kept informed about the problem so that there is always an overview across the whole subject range.

Most departments offer homework clubs after school in Year 11. In other years there are various subject clubs or similar activities after school. A timetable of clubs is given out every year by the end of September.

The main library is available throughout the school day for students to work in quietly with a very good collection of resource books. The Library is open from 8.30 a.m. to 4.30 p.m. for reference books that cannot be removed.

Reading, information retrieval and practical assignments, including research on the web, are only set when every student has access to the necessary resources.

If parents are concerned that homework is taking too much time or proving difficult to complete, they should investigate the matter with the relevant Head of Department.

NUMERACY POLICY

PARENTAL RESPONSIBILITIES

Number facts are very useful. Practise your child's recollection of multiplication tables regularly.

Underestimate your child's number ability at your peril! If you avoided number calculations yourself at school, do not assume your child will do the same. Ask for your child's advice and boost their confidence.

Measurements are crucial to all aspects of daily living so discuss temperature, distances, recipe quantities, etc. with your child.

Be aware of the new links that Camden School is making with numbers and everyday life. Communicating with numbers is important. Just think of celebrations, anniversaries, journeys. Ask your child to estimate, predict, compare and even guess using numbers.

Encourage your child to describe and explain their mathematics lesson. Avoid negative responses: "Well, in my day". Join in, learn together and see how practical and fun today's maths can be.

Remind your child that mental arithmetic should always be the first resort. Calculators should not be totally relied upon.

Skills using mental arithmetic should be reinforced in real situations, e.g. supermarkets, games with dice, sports scores. Please continue providing such opportunities beyond Year 7 as the ability to communicate using numbers is an essential skill for life.

SUBJECT DESCRIPTIONS

OCR ENGLISH AND ENGLISH LITERATURE

Year 10: Course Description

All students in Year 10 will study for two separate GCSE qualifications: English Language and English Literature. The fully integrated course will cover Spoken Language, Writing and Reading; students will study prose (both fiction and non-fiction), poetry and drama.

In **GCSE English Language**, students will develop their ability to use and to analyse English in a variety of contexts, both formal and creative. They will also respond to unseen non-fiction texts from the 19th, 20th and 21st century

In **GCSE English Literature**, they will explore texts from both a personal and an analytical perspective and have the opportunity to study both Contemporary Literature and the Literary Heritage. They will read a range of texts such as *Macbeth*, *Pride and Prejudice*, *Animal Farm*, *The Strange Case of Dr Jekyll and Mr Hyde* and poetry on a theme such as love and relationships, youth and age or conflict.

Assessment will be through examination only.

English	Examination 1: 50%	Examination 2 : 50%
English Literature	Examination 1: 50%	Examination 2 : 50%

The English Department values creativity and students will be encouraged to develop the skills to become creative thinkers, speakers and writers. Through lessons that combine the best of traditional and innovative teaching methods, we hope to develop students' curiosity and instil a real zest for learning.

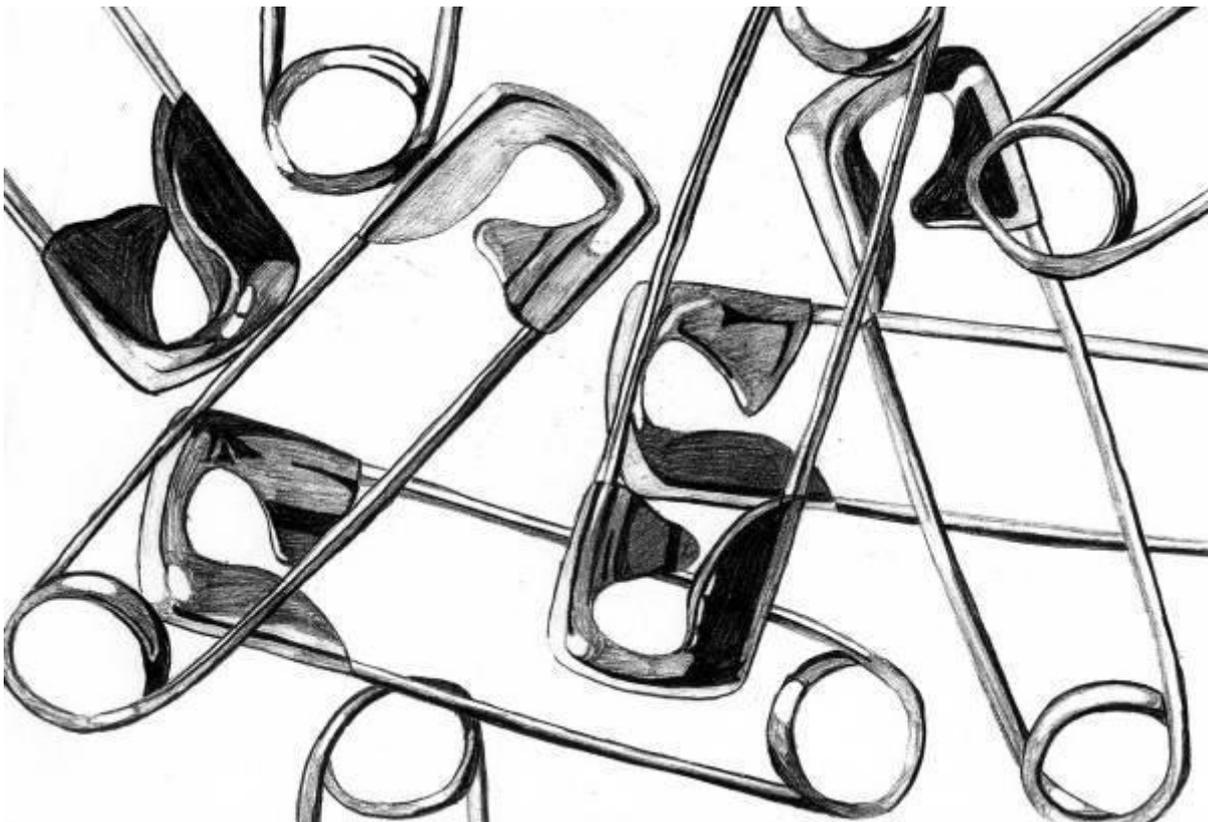
MATHEMATICS

Course Description

Mathematics in Year 10 is designed to further students' knowledge and understanding of numeracy and mathematical principles and their application to problem solving. Students are prepared for entry to GCSE Mathematics through the practice of skills and development of techniques. The enjoyment of learning and doing Mathematics is promoted throughout the course.

The Mathematics GCSE syllabus and assessment is offered at two levels, Foundation and Higher. Students are placed into a teaching group to follow the syllabus which provides the most suitable course of study for them to further develop their mathematical knowledge and understanding. When selecting a teaching group for a student both achievement and the progress made throughout Key Stage 3 are taken into consideration. Teaching groups are reviewed throughout Years 10 and 11 and the level of examination entry is decided in Year 11.

The department's schemes of work are based on the Edexcel GCSE Mathematics Linear Syllabus. At both levels three papers will be taken at the end of Year 11.



SCIENCE

Course Description

In Year 10 and 11 students study AQA science GCSE courses. All qualifications are linear. Linear means that students will sit all their exams at the end of the course in year 11.

There are two different programmes for science in year 10 and 11. There will be one group of students who may opt to take **triple science** which is three science GCSEs (Biology GCSE, Chemistry GCSE and Physics GCSE). Four science groups will take **GCSE Combined science**. This double award is equivalent to two GCSEs. These 4 groups are split into two bands. There are 2 higher attaining groups and 2 lower attaining groups.

During the course students continue to develop essential skills to communicate, apply, use and investigate scientific knowledge and ideas. They will carry out at least 16 core practicals over the two year course. These practicals will support and consolidate the scientific concepts covered in lessons. They will also develop investigative skills including devising and investigating testable questions, identifying and controlling variables and analysing, interpreting and evaluating data. The core practicals have been designed to build and master practical skills such as using specialist equipment to take measurements, handling and manipulating equipment with confidence and fluency and recognising hazards to plan how to minimise risk.

Students are regularly assessed in their knowledge and understanding by review tests, end of unit tests and other teacher assessments. At key points in the year students may move science group in order to make sure they are progressing at the level appropriate for them. There is a GCSE homework club every week where students can access extra help and support.

There will be year 10 mock exams towards the end of the school year. The results from these along with teacher assessment will be used to decide which GCSE specification (higher or foundation) your daughter will follow in year 11.



ART

Course Description

The Art course offers students the chance to develop their own ideas and skills using the full range of resources available in the Art Department.

The GCSE syllabus followed is 'Fine Art' and within this students are encouraged to cover a wide range of activities including observed drawing, colour, design, claywork, printmaking and three dimensional work. All students keep a work journal (sketchbook) during the year and this is an essential piece of coursework.



During the course students work in class and do homeworks on projects that improve their skills, explore, develop and reflect on their ideas. Their work is informed and further developed by the study of a range of artists and practitioners. The examination requires students to produce work which shows their ability to connect ideas and reflect their thinking process through studies and sketchbooks. By the end of Year 10 they should have produced a significant body of coursework to contribute to their GCSE in Year 11.

FRENCH

Syllabus: AQA

During the 2 year course, the four skills will be practised within the three themes:

1. Identity & culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

In Year 10 pupils will develop their language skills within the following topics:

- Me, my family and friends
- Free time activities / Technology in everyday life
- Customs and festivals in French-speaking countries/ Food and music
- Home, town, neighbourhood and region

Grammar and structure are studied throughout the course. Pupils are strongly advised to use online resources provided to practise and revise regularly.

Assessment for GCSE

All 4 skills are tested. Pupils are entered for either Foundation or Higher tier for examinations in all four skills.



Skill weighing:

Listening	= 25%
Reading	= 25%
Speaking	= 25%
Writing	= 25%

SPANISH

Syllabus: AQA

During the 2 year course, the four skills will be practised within the three themes:

1. Identity & culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

In Year 10 pupils will develop their language skills within the following topics:

- Travel and tourism
- Life at school / My studies
- Me, my family and friends / Technology in everyday life
- Free time activities

Grammar and structure are studied throughout the course. Pupils are strongly advised to use online resources provided to practise and revise regularly.

Assessment for GCSE

All 4 skills are tested. Pupils are entered for either Foundation or Higher exams in all skills.

Skill weighing:

Listening	= 25%
Reading	= 25%
Speaking	= 25%
Writing	= 25%



CLASSICAL CIVILISATION

Course Description

Overview

This GCSE course provides an excellent introduction to the Classical era, covering both elements of literature, history and civilisation from the ancient Greek and Roman worlds.

No knowledge of Latin or Greek is required and this option is open to anyone, regardless of whether you have studied Latin or Classical Civilisation.

Course Content

There are two components to the GCSE:

Year 10: Women in the Ancient World

From the mythical Pandora and Helen to the very real Cleopatra, this module combines study of women from mythology and from history. We look at how women lived their lives in different cultures, such as priestesses, prostitutes and princesses. We consider how much power women had at different times, their roles and relationships and how they shaped the world that they lived in. This component spans across the Greek and Roman worlds, comparing the lives of women between them, and takes into account all kinds of source material, from gravestones to poetry, art and archaeology.



Year 11: The Homeric world (Odysseus' adventures and tales)

For half of this module, we read about Odysseus' complete adventures on his 10-year long journey home from the Trojan War, which feature monsters, witches and betrayal galore. This is one of the fundamental texts of European literature that has inspired millennia of later writers and thinkers.

In the other half, we fact-check the Odyssey, looking at how much of the society portrayed in it is realistic. We compare the epic poem to archaeological finds from the era, including jewellery, paintings, graves and houses. We get a sense of what life was like in Mycenaean times and how their society worked based on the physical archaeological evidence from the period.



LATIN

Course Description

Overview

Students will study the language, literature and culture of Ancient Rome, and will need to have studied Latin in Year 9 to take this course at GCSE level.

We ultimately reach the level where students can read, analyse and appreciate original Latin texts.



Syllabus

The GCSE takes the form of three components:

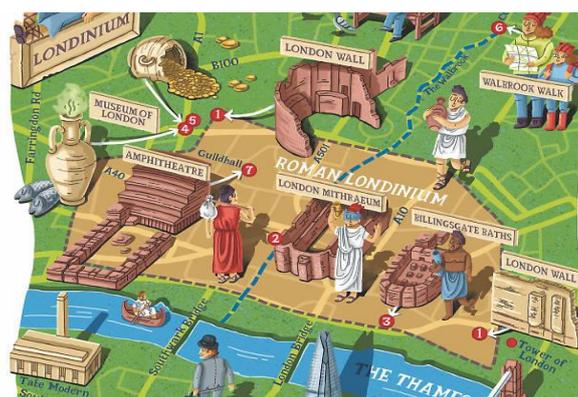
- 1) **Latin Language (50%)**, which involves translation, comprehension questions and simple grammatical analysis (50%).
- 2) **Latin Literature and Sources (30%)**, in which students read, analyse and appreciate a variety of extracts of original Latin poetry and prose alongside physical source material connected to a theme. The theme for this year will be Love and Marriage.
- 3) **Narrative Latin Literature (20%)**, in which the students read a story in Latin and English, noticing and analysing the storytelling techniques employed by the author.



In Year 10, students continue to develop their knowledge of vocabulary and grammar through the exploits and adventures of the Cambridge Latin Course. Throughout the course, we continue to practise comprehension and translation skills, extending understanding to include more complex grammatical structures such as relative clauses, participles and the subjunctive.

In the Spring term of Year 10, students meet original Roman texts for the first time as they begin the narrative literature unit in English and Latin.

In Year 11, students continue to work on their language skills and revise and refresh linguistic concepts, while also tackling a wider variety of literature. In the first term of Y11, students begin to study their thematic literature prescription, exploring and synthesising Latin literary texts, visual sources and historical information to build a deep understanding of an aspect of Roman life.



CLASSICAL GREEK

Course Description

This is an additional GCSE, taught after school twice a week (usually Mondays and Thursdays).

Overview

Students will study the language, literature and culture of Ancient Greece. This course is open to every student who feels they have an aptitude for and love of language and are prepared to take on an additional and challenging GCSE subject. Students are extremely fortunate in being offered this opportunity, since very few schools now offer this subject.



Syllabus

Students learn the vocabulary and grammar required to translate unseen Greek passages at GCSE level. We start with the Greek alphabet and, using a variety of stories from Aesop, Homer and Plato, build up linguistic competence to be able to tackle more difficult texts. Students get to grips with some of the complexities of this challenging language. The passages in the exams relate to Greek mythology, domestic life and ancient history.



Across the two years, students develop **language**, translation and comprehension skills through studying John Taylor's Greek to GCSE Books 1 + 2.

In Year 11, students begin to study their **literature** prescription, their first opportunity to encounter real texts in the original Greek. Students will develop language skills by reading texts in different styles. They will also work on literary skills, analysing the techniques used by authors such as Euripides, Homer, Sophocles and Herodotus to make their works powerful.

The third element of the GCSE develops understanding of an aspect of Greek **culture**, through reading and analysing sources in English on themes such as Athenian Society, Women in Ancient Greece and the Olympic Games.

Greek Alphabet

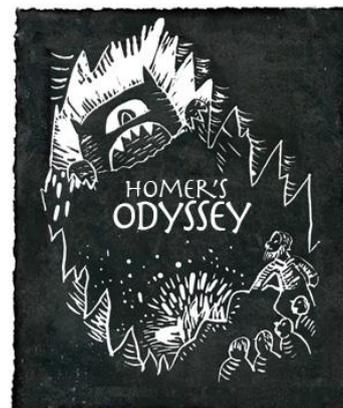
Αα Ββ Γγ Δδ Εε

Ζζ Ηη Θθ Ιι Κκ

Λλ Μμ Νν Ξξ Οο

Ππ Ρρ Σσ Ττ Υυ

Φφ Χχ Ψψ Ωω



PHYSICAL EDUCATION

Core PE

All students will participate in Core PE for one double lesson a week. There is no formal external assessment. Students will participate in a range of activities such as Volleyball, Trampolining, Yoga, Fitness and Rounders amongst others. These lessons are compulsory so all students will be required to attend and fully participate.

GCSE Course Description

Students who have opted to take GCSE PE will be following the AQA syllabus. This will be assessed at the end of Year 11 with two written exams, and a practical assessment.

Paper 1 (30%): The human body and movement in physical activity and sport

Paper 2 (30%): Socio-cultural influences and well-being in physical activity sport

Practical (30%): Three sports will be assessed, with a combination of both individual and team sports being required. Each sport is worth 10%. Students will be assessed in both their skills, and ability to put them into a full/game context.

Coursework (10%): Analysis and evaluation of performance to bring about improvement in one activity

In terms of their practical activities, students may be assessed in a sport they participate in outside of school, provided it is on the AQA specification. They will need to provide video evidence of this by October in Year 11.



DESIGN AND TECHNOLOGY

PRODUCT DESIGN

Course Description

Throughout the Year 10 course, students are encouraged to explore the many aspects of design and manufacture using a user focussed, iterative approach to problem solving and design:

- To become more familiar with the work of a range of designers and how professional designers work through design and enterprise.
- To stimulate new ways of thinking, including eco design, alternative energy and new technologies, so that future generations may inherit a healthy planet.
- To consider characteristics of materials, methods of construction, aesthetic and ergonomic requirements that will enhance their skills as designer makers

Students will undertake a range of theory assignments and tasks alongside design projects with a range of materials to consolidate their skills and knowledge. They will have the chance to design and produce a range of products from electronic devices to storage and learn to use a 3D printer.

The non-examined Assessment element of this course comprises a design and make project worth 50% of the GCSE and is started in the summer term of Year 10.



DESIGN AND TECHNOLOGY

TEXTILE PRODUCTS

Course Description

Throughout the Year 10 course, students are encouraged to explore the many aspects of design and manufacture in Textiles including:

- Research techniques to aid designing to meet user needs
- Surface decoration of fabrics using a range of hand and machine techniques
- Ways to present and communicate design ideas with flair and originality
- Characteristics of materials, methods of construction, aesthetic and functional requirements that enhance their skills as designer makers
- Pattern making garment construction, modification and evaluation

Students will undertake a range of theory assignments and tasks alongside iterative design and make projects using a range of materials to consolidate their skills and knowledge. They will design and produce products for briefs based on eco-textiles, products for teenagers and decorative textiles.

The non-examined Assessment element of this course comprises a design and make project worth 50% of their GCSE. Students can pursue a wide range of projects exploring how textiles can be used to solve a broad range of needs.



AQA GCSE HEALTH AND SOCIAL CARE

Why study GCSE Health and Social Care?

GCSE Health and Social Care is an ideal qualification for those pupils who want a broad background in health and social care or are considering a career in the care profession.

Examples of employment which a GCSE in Health and Social Care might lead to include: various roles within the medical profession, nursery nursing, social work, health assistants, care assistant, counsellor, Psychology, early years teaching, working with children from early years to teenagers.

The qualification is a full 2 year GCSE course where attainment can be from A*-G.

What will I study?

There are four modules which are covered across the two years:

Unit 1: Health, Social Care and Early Years Provision (30% controlled assessment)

Unit 2: Understanding Personal Development and Relationships (20% exam)

Unit 3: The Nature of Health and Well-Being (30% controlled assessment)

Unit 4: Safeguarding and Protecting Individuals (20% exam)

There are 2 pieces of Controlled Assessment and 2 external exams.

Year 10 Work Experience can be used to support your assignment work which will provide an essential background to one of the controlled assessment aspects of the course which is worth 30% of the overall grade.

Students can carry on to study Health and Social Care Level 2 (if you achieve Grades D's /E at GCSE) or Level 3 if you achieve grades C or above (this is equivalent to A levels and will enable you to go on to Higher Education and study for a degree)



GEOGRAPHY

Aim – GCSE Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. So many of the world’s current problems boil down to geography, and need the geographers of the future to help us understand them.

Global warming, sustainable food production, natural disasters such as earthquakes and tsunamis, the spread of disease, the reasons for migration and the future of energy resources are just some of the great challenges facing the next generation of geographers.

Choosing geography at school can open the doors to a huge range of opportunities. An A Level in geography is recognised by universities for its academic ‘robustness’ and, most importantly, it also helps young people into the world of work.



Central to the GCSE course is a residential fieldtrip to Wales. Here we collect data to be used in Unit 3 (see below) as well as trying out challenges and opportunities in new environments in a team of friends.

Syllabus – AQA (<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>)

Paper 1 Physical Geography <i>(largely taught in Year 10)</i>	<ul style="list-style-type: none">● The challenge of natural hazards● Physical landscapes in the UK● The living world● Geographical skills	Paper 1 – 35% 1.5 hours long
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Paper 2 Human Geography <i>(largely taught in Year 10)</i>	<ul style="list-style-type: none">● Urban issues and challenges● The changing economic world● The challenge of resource management● Geographical skills	Paper 2 – 35% 1.5 hours long
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Map work, photo analysis, newspaper articles and IT research are included in all aspects of the course

Paper 3 Geographical applications <i>(largely taught in Year 11)</i>	<ul style="list-style-type: none">● Issue evaluation● Fieldwork● Geographical skills	Paper 3 – 30% 1 hour long
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HISTORY

Exam board: Edexcel

Course Description

Year 10

Early Elizabethan England 1558-88

Elizabethan England was a time of a society violently fractured by religion, murderous plots and threat of foreign invasion. This topic looks in detail at the significance of the longest reigning, and arguably most successful, Tudor monarch Elizabeth and solutions to the problems in society. We also question this age as the 'age of exploration' considering the developments in attitudes, science and trade.



Migration to Britain c800 to present

We examine the changing nature of migration to Britain from c800 up to the present day. This thematic study takes an overview of the continuity and change over this period examining the most important changes and the impact that they had. **This study includes local analysis of Notting Hill 1948-1970.**

Year 11

Germany 1918-39

In just twenty years, the German people experienced amazing and unforeseen change. Germany emerged in the 20s as one of the most modern democracies in the world. But by the 30s, she was in the grip of Nazi dictatorship. We examine the reasons behind these changes, the appeal of the Adolf Hitler and the Nazis and what life was like for ordinary Germans in this period. Who resisted Hitler? Why were German Jews and other minorities persecuted?

Superpower relations in the Cold War 1941-91

After the Second World War, two superpowers emerged in the world: the USA and Soviet Russia. How did they end up in a 'cold war' for the next thirty years? Who was to blame? How did this rivalry lead to a crisis in Cuba? How far did a cycle of repression and freedom characterise the East and West of Europe up to the dismantling of the Soviet Union in 1991.



All topics are externally assessed at the end of year 11.

THEOLOGY

GCSE: Year 10: Edexcel Specification B - Christianity (option 1B)

GCSE: year 11: Edexcel Specification B - Islam (option 2C)

Aims of the Course

This course is intended to encourage students to think critically about the religious and moral issues of the modern world and examine them from the viewpoint of: Christianity, Islam and non-religious viewpoints. Four units of the course are completed in year 10. A further four units are completed in year 11.

Topics studied include:

Year 10: Christian Ethics:

- Christian Beliefs
- Marriage and the Family in Christianity
- Living the Christian Life
- Matters of Life and Death

Year 11: Islam, Peace and Conflict:

- Islamic Beliefs
- Crime and Punishment in Islam
- Living the Muslim Life
- War and Conflict in Islam



GCSE MUSIC

Course Description

The course aims to develop the three essential musical skills of performing and composing alongside listening and appraising. Each of these skills are taught and assessed through the study of four Areas of Study:

1. Instrumental Music from 1700 to 1820
2. Vocal Music
3. Music for Stage and Screen
4. Fusions

Performing

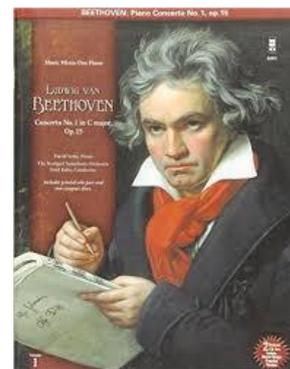
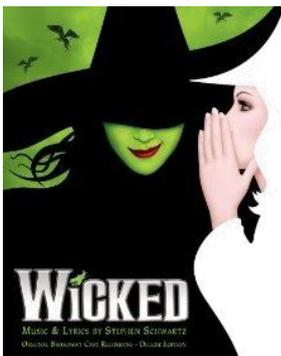
All students will need to have individual instrumental or voice lessons. These can be organised through the school or privately. They will perform in a series of informal lunchtime concerts across year 10 to encourage confidence in their performing skills. Students must join at least one school ensemble. Both solo and ensemble performances will be recorded throughout the year.

Composing

Students will develop their skills in creating, developing and structuring musical ideas across a range of styles. They will also learn how to use Sibelius and Logic software packages as compositional tools. A series of composition exercises, related to the Areas of Study, will be completed by the end of the year. These will form the basis of the two compositions submitted as coursework in year 11.

Listening

For this part of the course students will study eight set works – two from each Area of Study. Through analysing the scores and listening to recordings pupils will explore the technical features of the works as well as learning about the broader social and musical context of the pieces and their composers and performers. In the final exam there will be recorded extracts of the set works with short-answer questions as well as a longer essay question comparing one of the set works with an unfamiliar piece.



GCSE Computer Science

100% Exam at the end of year 11

Exam Board: OCR

The Course at a glance:

Computer Science is a modern, fascinating subject. The world depends on computers. In this GCSE you will learn about how computers work, the networks they use and how programming can create solutions to everyday problems and future challenges. You have grown up in a world where technology is evolving rapidly, creating new subject areas to explore and changing the way people work in every area from medicine and fashion to engineering and economics. So, whatever your career plans, it is vital to develop your understanding of these ideas and concepts that will continue to shape your world.

The Course at a glance:

COMPONENT 1

- Systems architecture
- Memory and storage
- Computer Networks, connections and protocols
- Network security
- Systems Software
- Ethical, legal, cultural and environmental impacts of digital technology

COMPONENT 2

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming language and Integrated Development Environments.

As part of the course you will learn to program:

Programming is a very important skill to learn. It helps you to: Break down problems effectively Solve complex problems Think logically Learn through exploration

Course Textbooks:

OCR GCSE (9-1) Computer Science S Robson and PM Heathcote and OCR GCSE (9-1) Computer Science George Rouse and Sean O’Byrne



GCSE SOCIOLOGY

GCSE Sociology 100% exam (in the summer of year 11)

Exam board: AQA

Have you ever considered why we associate pink with girls? Or why certain groups are more likely to join gangs or be involved in crime? Why do we in society choose to live in family groups? Why do most people abide by the law?

Sociology is the study of society. In lessons, there will be discussions of key sociological studies and concepts using examples from the present day.

Paper 1 - The sociology of families and education

This paper looks at two key topics in detail, going through key sociological studies and theory and making links to contemporary society. The topic on the family discusses the function of the family, different forms of family, roles and relationships within families and criticisms of families by sociologists. The topic on education discusses the role and function of education, education and capitalism as well as the nature of schooling and achievement.

This paper makes up 50% of the GCSE and has a range of short and longer answer questions making up 100 marks.

Paper 2 - The sociology of crime and deviance and social stratification

This paper covers two further topics through sociological studies and perspectives with lots of links to debates in contemporary society. The topic on crime and deviance covers the social construction of crime, social control, criminal and deviant behaviour as well as data on crime. The topic on social stratification approaches the topic through the following theoretical approaches; functionalism and Marxism as well as discussions on power, class and life chances. This paper also includes a section on sociological research methods.



A typical family?



How can we explain the 2011 London Riots?

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHEE)

'PSHEE aims to create global citizens who are happy and healthy, critical, empowered and socially responsible.'

Course Description

Students have a dedicated period each week with their form tutor on Personal, Social, Health and Economic education (PSHEE). We follow a spiral curriculum, revisiting the core themes of Health + Wellbeing, Relationships and Living in the Wider World. Topics are designed to empower students with the knowledge and skills to live happy, successful and socially responsible lives.

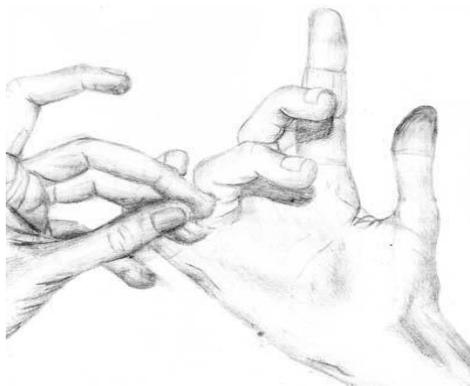
In Year 10, the topics include:

- Transitioning to GCSE
- Mental Health
- Exploring Influence (including drugs, alcohol, sex and gangs)
- Managing Finances
- Unhealthy Relationships
- Promoting Tolerance and Diversity
- Preparing for Work Experience
- British Laws and Britain's place in the world

Relationships and Sex Education (RSE)

RSE is part of the statutory curriculum, alongside the already statutory Citizenship and Health education. Our RSE curriculum has been designed to ensure students enjoy healthy relationships that contribute to their happiness by recognising the characteristics of healthy and unhealthy relationships, steps they can take to improve relationships and where to go to access support if they need to. This includes education on sexual health, delivered when age appropriate. Parents have the right to withdraw their children from the Sex Education course, though not the Relationships course. To do this, they must contact the Headteacher. For more details, please see the school's RSE Policy on the school website.

For fuller details of the PSHEE curriculum for Year 7-11, please see the page on the school website.



SPECIAL EDUCATIONAL NEEDS

Statutory SEND Code of Practice 2020

- The school strives, through inclusion, to meet the educational needs of students with Special Educational Needs and/ or Disabilities (SEND). This is achieved firstly within the classroom setting by providing Quality First Teaching which is differentiated and tailored to personal needs. We have high expectations for all of our students and our aim is to teach all students a full and varied curriculum.
- Teachers are responsible for the progress that students make, including when students access support from Learning Support Assistants.
- Identifying SEN is built into the school's overall approach to monitoring the progress and development of all students.
- SEN provision is additional to and/ or different from that made generally available to students of the same age.
- Once a potential SEN has been identified, action is taken in four stages: Assess, Plan, Do, Review. This is a graduated approach to SEN provision and allows us to ensure students' needs are appropriately supported through their school journey.
- The school works closely with other partners to identify and support students with SEN and their families with educational, health and social care needs.
- Where SEN is identified, evidence based support and interventions are put into place as part of the graduated approach which includes regular reviews of progress and adaptations to support provided as necessary. Support relates to a clear set of expectations, academic and developmental targets; support is coordinated by the SENDCo.
- Parents, carers and young people are involved in decision making and exercise choice around support and intervention as part of a person-centred-planning approach.
- Parents, carers and young people are informed about support and interventions in place.
- The provision we make for students is recorded.
- The SEN Local Offer, and provision by the school and external agencies, is published on the school's website.

The four areas of special educational needs are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/ or physical needs

Assessment

The school uses information from primary schools, KS1 and KS2 SATs results, and CATs (Common Assessment Tasks) scores as a starting point to identify need. Heads of Department and Heads of Year liaise with the SENDCo to discuss concerns around progress and development and if appropriate, students may have additional assessment to identify specific needs and allow us to personalise support. Students may also be referred to outside agencies (Educational Psychology, Speech & Language Therapy, Occupational Therapy, CAMHS) for further assessment, if appropriate. The school does not assess students for Specific Learning Difficulties such as dyslexia, dyspraxia, ADHD or ASD.

Education, Health & Care Plans

- An assessment of education, health and social care needs can be requested by a student's parents or carers, or by a young person over the age of 16. The local authority must then decide if an assessment of education, health and social care needs is necessary.
- The assessment and planning process for an EHCP needs assessment must not take longer than 20 weeks, and be centred around the young person.

ICT Acceptable Use

1. I will treat myself and others with respect at all times; when I am online or using a device, I will treat people in the same way as I would if I were talking to them face to face.
2. Whenever I use technology (a device, the internet, apps, sites and games), I will try to be positive and creative, to learn and share, to develop new skills, to have fun and prepare for the future.
3. I will tell a trusted adult if I have a problem or am worried about something online, and I will encourage my friends to do so too. Statistics show that telling someone helps!
4. It can be hard to stop using technology sometimes, for adults and young people. When my parents/carers or teachers talk to me about this, I will be open and honest if I am struggling.
5. It is not my fault if I stumble across (or somebody sends me) something violent, sexual or otherwise worrying. But I will not share or forward it, and I will ask a trusted adult for advice.
6. If I see anything that shows people hurting themselves or encourages them to do so, I will report it on the app, site or game and tell a trusted adult straight away.
7. I will ensure that my online activity or use of mobile technology, in school or outside, will not cause my school, the staff, students or others distress or bring the school into disrepute.
8. I will only use the school's internet and any device I may be using in school for appropriate school activities and learning, unless I have express permission to carry out recreational activities, e.g. in a lunchtime club or after school.
9. I understand that all internet and device use in school may be subject to filtering and monitoring; school-owned devices may also be subject to filtering and monitoring when used outside of school, and the same expectations apply wherever I am.
10. I will keep logins, IDs and passwords secret. If I think someone knows and have used one of my passwords I will report it to the ICT Office.
11. I will not bring files into school or download files that can harm the school network or be used to bypass school security.
12. I will only edit or delete my own files and not (even try to) view, change or delete other people's files or user areas without their permission.
13. I will use the internet, games and apps responsibly; I will not use any that are inappropriate for the school, my age or learning activities, including sites which encourage hate or discriminating against others.
14. I understand that websites, blogs, videos and other online information can be biased and misleading, so I need to check sources (see fakenews.lgfl.net for support).
15. I understand that bullying online or using technology is just as unacceptable as any other type of bullying, and will not use technology to bully, impersonate, harass, threaten, make fun of or upset anyone, at school or outside.
16. I will not browse, download, upload, post, share or forward material that could be considered offensive, harmful or illegal. If I accidentally come across any such material I will report it immediately to my teacher.
17. I am aware that some websites, games, online shopping, file sharing and social networks have age restrictions (many social media sites are 13+) and I should respect this.
18. When I am at school, I will only e-mail or contact people as part of learning activities.
19. The messages I send, or information I upload, will always be polite and sensible. I understand that all messages I send reflect on me and the school.
20. I will be careful when opening files and attachments, checking for viruses etc. If I am unsure I will never open a file, hyperlink or any other attachment.
21. I will not download copyright-protected material (text, music, video etc.).
22. I will not share my or others' personal information that can be used to identify me, my family or my friends on any online space, unless a trusted adult has given permission or reviewed the site.

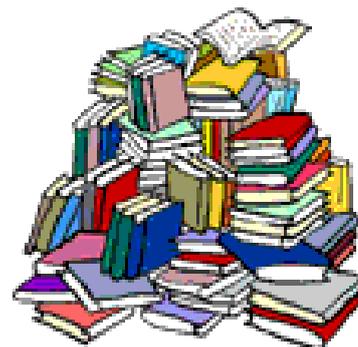
23. Live streaming can be fun but I always check my privacy settings and know who can see what and when. If I live stream, my parents/carers know about it.
24. I will never arrange to meet someone face to face who I have only previously met in an app, site or game without telling and taking a trusted adult with me.
25. I will only use my personal devices (mobile phones, USB devices etc) in school if I have been given permission to do so.
26. I will respect my body and other people's – part of that means using positive words about myself and others; it also means not revealing too much on camera and not sharing or posting photos or videos that show me or anyone else without all my/their clothes on.
27. I understand that many apps have geolocation settings (identifying my location or where I made a post or took a photo). I will make sure that I know how to turn geolocation on and off, and not tell the world where I am at all times or make it too easy to find out where I live or go to school.
28. I am aware that my online activity at all times should not upset or hurt other people and that I should not put myself at risk.
29. If I see, watch, read, hear or receive anything I am unhappy with or I receive a message that makes me feel uncomfortable, e.g. bullying, sexual, extremist/hateful content, I will not respond to it but I will talk to a trusted adult about it.
30. It is illegal to view any form of pornography if you are under 18 years old; I will not attempt to do so and will report anyone who tries to trick me into doing so.
31. I know that I can always say no online and end a chat or block a friend; if I do, it's best to talk to someone about it as well.
32. I know who my trusted adults are at school, home and elsewhere, but I know I can also get in touch with [Childline](#), [The Mix](#), or [The Samaritans](#).

Full copy of the Acceptable Use Policy can be obtained from the school. Students will be given a copy to sign and hand in to their tutors.

THE SCHOOL LIBRARY

Lots of books – and lots more

- 8,000+ Books available for loan
- 14 computers + 30 Chromebooks all connected to the school network.
- Wi-Fi (filtered) for students with their own laptops.
- Dedicated areas for silent study and recreational reading
- Unique to CSG library, our pet gerbils provide therapy for stressed out students!



The library is open from **8.30am - 4.30pm each day.**

It is situated on the first floor of the Main Building near to the Staff Room.

During lesson time students in Year 7-11 may only use the library as part of a lesson.

Students in Years 12 and 13 are welcome to use the library in their study periods, though they should be aware that booked classes have priority.

Before school, after school, at break and lunchtime the library is open to everybody.

All students are issued with library barcodes. These should be stuck in their planners and produced when borrowing books.

Students in Year 7-11 may borrow up to 6 items at a time. Students in Years 12/13 may borrow up to 10 items at a time. Items are issued for 28 days and prompt return is appreciated. Students with overdue items may be stopped from borrowing further items.

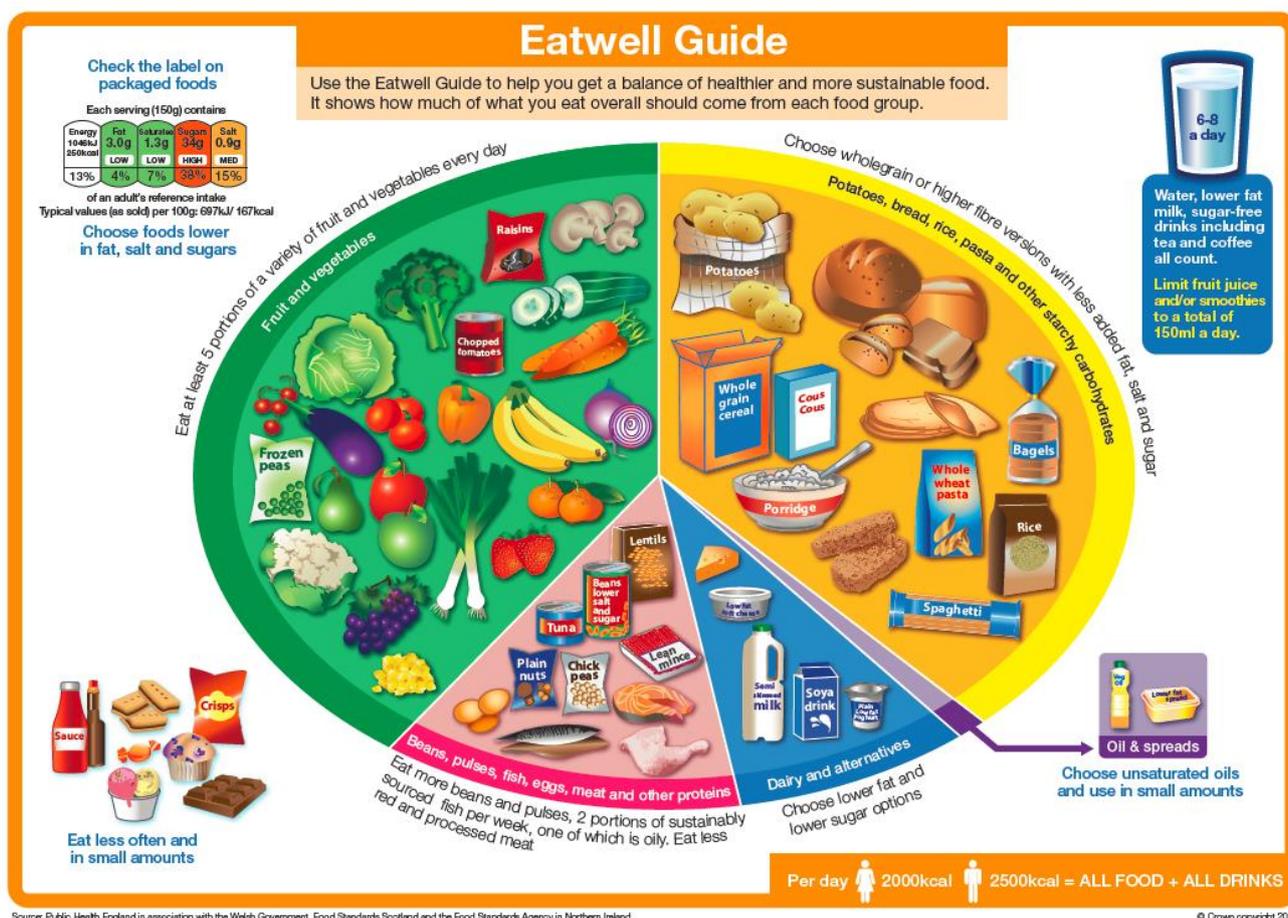
Shouting, running around and interfering with other students will not be tolerated. No food or drink (except for water) should be consumed in the library. Headphones should be worn when listening to audio material.

Students in Years 7 to 11 are not allowed to use mobile phones in the library. Students in Years 12 and 13 may only use them if they are essential to their study.

If you need help, remember, Ms Green, the librarian, is always there to help you.



SUMMARY OF OUR SCHOOL FOOD POLICY



Source: Public Health England in association with the Welsh Government, Food Standards Scotland and the Food Standards Agency in Northern Ireland

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The statutory Cooking and Nutrition curriculum encompasses the teaching of food and its production, preparation and nutritional value. It is a statutory part of the curriculum for pupils at Key Stages 3. The main subjects which incorporate the teaching of Cooking and Nutrition include PSHEE, science, PE and Design and Technology.

- **PSHEE**

KS3 Focus on healthy lifestyle and well-being. Healthy diet is explored and students are encouraged to record and discuss their eating habits.

KS4 The importance of a balanced diet in maintaining mental health in preparation for exams. The emphasis is upon 'brain' food.

- **Science**

The department studies Food and Digestion in Year 8. The students learn and understand about nutrients and how the body uses them. In Year 9 the emphasis is on Food and Health; the topic is studied to a greater depth than Year 8. Related modules in GCSE examine the role of more specialised food stuffs e.g. fats and extended discussions take place about a balanced diet and lifestyle choices.

- **PE**

Healthy eating is constantly promoted within the department. Posters are displayed around various parts of the gym raising awareness of what pupils should eat and should try to avoid eating. Pupils are made aware of the calorie content of food and of how much exercise is needed to 'burn them off'. We look at suitable diets for athletes (especially at Key Stage 4) and offer Health Related

Fitness units of work to all year groups. Pupils are able to look at their physical profile and suggest ways of improving overall health and fitness, or work on individual elements of skill related fitness.

- **Food Technology**

The principles of healthy eating are developed through the Key Stage 3 curriculum focusing on developing an understanding of the nutrients and food groups to achieve a daily balanced diet. Pupils look at foods from cuisines around the world and develop an understanding of designing and making food for consumers, taking into consideration specific dietary needs.

We ensure that students are taught cooking in Key Stage 3 and cover (we aim to offer each year group at least 3 cooking opportunities per year). This is in line with the national curriculum and with an emphasis on hygiene and safety issues. We also link the teaching about healthy food choices with the school lunch menus and celebrations.

Students' learning about healthy eating is monitored and assessed in line with the school's assessment policy.

Training staff to deliver practical cooking lessons

Staff routinely involved in food preparation and cookery lessons attend training to up-date their skills, knowledge and understanding in food related issues including food hygiene. Practical cooking lessons are based upon healthy and predominantly savoury recipes and lessons are taught in line with health and safety guidelines. Staff teaching aspects of food with no formal training are supported by those who have. Food is handled and stored safely in line with the Food Standard Agency guidance. As best practice, all members of staff hold a basic food hygiene certificate.

School lunches

We encourage parents/carers and students to choose school meals which ensure students receive a nutritious, well-balanced hot meal every day. School lunches are promoted to new parents/carers through the school website and those eligible for free school meals are supported to access the entitlement.

A copy of the weekly menu is communicated via the website to parents/carers and students. A copy is also on display in the dining area.

We ensure that the menus are visually appealing and highlight healthy choices, enabling students to easily choose a healthy lunch.

The dining area has a calm and positive atmosphere where students can socialise and enjoy the dining experience and we use feedback from students on how to make lunch times and the dining hall a positive environment to eat in.

The school council gathers the views of students and gives feedback. Any proposed changes are always in line with the School Food Standards.

Food other than Lunch

All food other than lunch provided by the school or by an external provider (including at breakfast club, break times and afterschool activities) is in line with the School Food Plan guidelines for "food other than lunches" and reflects the healthy eating principles as promoted in the Eatwell Guide (see page 11). We use further guidance supplied by the Camden Health and Wellbeing Team on appropriate foods to provide at these times.

We promote healthy snacks including

- Fresh or tinned fruit e.g. whole or sliced fruit or tinned fruit salad in its own juice - not syrup
- 150ml glass of 100% fruit juice or diluted juice with 50% water

- Vegetables e.g. carrot, celery and cucumber sticks, cherry tomatoes, sweet corn, sugar snap peas, avocado dip, beetroot dip
- Sandwiches, toast, bagels, English muffins, wraps, plain rice cakes, pasta, couscous or teacakes (preferably wholegrain varieties)
- Low fat Greek or natural yoghurt with no added sugar
- Low fat cheese
- Boiled eggs
- Tinned tuna, mackerel or salmon
- Lean meats e.g. ham, chicken, turkey
- Tinned beans, chickpeas or hummus
- Reduced-fat spreads, such as olive oil or sunflower spreads
- Water

Water for all

During school meal times the only drinks which may be consumed are water, pure fruit juice and milk. Students are allowed to take bottles of water into any lesson except for the computer rooms. Sweetened drinks are not allowed.

We have water fountains at various locations throughout the school grounds and students are encouraged to drink water regularly throughout the day.

Healthy events and cake sales

We have a number of fundraising opportunities throughout the year and a healthy alternative is provided at all cake sales.

We believe it is important for students to learn about cultural celebrations and food often forms an important part of these celebrations. When we hold celebrations, we predominantly serve healthy foods which are low in fat and sugar and include fruit and vegetables.

Rewards

We do not reward students with food, instead we use non-food rewards, such as commendations, prizes (cook books, school equipment & stationery)

Food allergies

In order to minimise the risk of an allergic reaction it is important a shared responsibility between the pupil, family, school, school caterer, GP and school nurse is taken. As part of this we have procedures in place to minimise the risk of a reaction occurring in a food-allergic child and these procedures are reviewed following the event of a reaction occurring. These include:

Communication

- Firstly and most importantly we ask that parents of a child diagnosed with a food-allergy by a health professional e.g. a GP or dietician, make the school aware of the diagnosis in the first instance and this will be communicated to the school nurse and school caterer. It is essential that the school has full details of pupils' allergies and parents are expected to provide updates when there are changes.

Individual management plan development

- We work with parents to develop an individual management plan that accommodates the pupil's needs throughout the school day. The plan is communicated to all school staff and staff are aware of and look to minimise any potential triggers.

- The child's management plan is reviewed annually or following the event of a reaction occurring (whichever occurs first).
- All medication is clearly labelled with drug name, the child's name, date of birth and the expiry date.

Training and education

- All staff are appropriately trained on minimising triggers and on the management of allergies, including the use of epi-pens.

- **Staying Healthy and Safe**

Self-harm through cutting, anorexia or bulimia can be especially difficult conditions for the school to cope with and it is often difficult to rehabilitate the student whilst also giving a guarantee of safety. In such situations a special offsite unit or a hospital school may be necessary and more appropriate.

Re-introduction after treatment may need a special 'helper' but this should be short term and not intrusive.

No agreement should be drawn up to offer provision to monitor and encourage anorexic students to follow certain diets or to supervise eating on the school site. Staff welcome medical advice but relatives and friends and employees are not offered facilities to feed students on the school premises.

a. **Definition of Eating Disorders**

People with eating disorders are preoccupied with food and/or their weight and body shape, and are usually highly dissatisfied with their appearance. The majority of eating disorders involve low self-esteem, shame, secrecy and denial.

Anorexia nervosa and bulimia nervosa are the major eating disorders. People with anorexia live at a low body weight, beyond the point of slimness and in an endless pursuit of thinness by restricting what they eat and sometimes compulsively over-exercising. In contrast, people with bulimia have intense cravings for food, secretively overeat and then purge to prevent weight gain (by vomiting or use of laxatives, for example).

b. **Risk Factors**

The following risk factors, particularly in combination, may make a young person particularly vulnerable to developing an eating disorder:

Individual Factors

- Difficulty expressing feelings and emotions
- A tendency to comply with other people's demands
- Very high expectations of achievement

Family Factors

- A home environment where food, eating, weight or appearance have a disproportionate significance
- An over-protective or over-controlling home environment
- Poor parental relationships and arguments
- Neglect or physical, sexual or emotional abuse
- Overly high family expectations of achievement

Social Factors

- Being bullied, teased or ridiculed due to weight or appearance

- Pressure to maintain a high level of fitness / low body weight for e.g. sport or dancing

c. Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to an eating disorder. These warning signs should always be taken seriously and staff observing any of these warning signs should seek further advice from one of the designated teachers for safeguarding children – at Camden School for Girls these are the Deputy Headteachers in charge of the main school and sixth form.

Physical Signs

- Weight loss
- Dizziness, tiredness, fainting
- Feeling cold
- Hair becomes dull or lifeless
- Swollen cheeks

Behavioural Signs

- Restricted eating
- Skipping meals
- Scheduling activities during lunch
- Strange behaviour around food
- Wearing baggy clothes
- Wearing several layers of clothing
- Excessive chewing of gum/drinking of water
- Increased conscientiousness
- Increasing isolation / loss of friends
- Believes s/he is fat when s/he is not
- Secretive behaviour
- Visits the toilet immediately after meals

Psychological Signs

- Preoccupation with food
- Sensitivity about eating
- Denial of hunger despite lack of food
- Feeling distressed or guilty after eating
- Self-dislike
- Fear of gaining weight
- Moodiness
- Excessive perfectionism

d. Staff Roles

The most important role school staff can play is to familiarise themselves with the risk factors and warning signs outlined above and to make the designated teacher for safeguarding children – Deputy Headteachers i/c sixth form and main school, aware of any child causing concern.

Following the report, the designated teacher will decide on the appropriate course of action.

This may include:

- Contacting parents / carers
- Arranging an appointment with a counsellor
- Arranging a referral to CAMHS – with parental consent

e. **Parents Roles**

- Identification of any worrying signs (see Warning Signs)
- Discussion with the Head of Year regarding concerns
- Arrangement of an appointment with GP

Partnership with parents and carers

We inform and involve parents and carers about healthy eating, including this policy, through the school website and newsletters. The partnership of home and school is critical in shaping how young people behave, particularly where health is concerned. Each helps to reinforce the other. As a school we always aim to lead by example and thereby provide a consistent message around healthy eating. During out of school events, the school will encourage parents/carers to consider the food policy and packed lunch guidance in the range of food and drinks offered. Parents/carers are also informed of the school meals on offer through the weekly menu being displayed on the school website and parent's noticeboard.

Parents/carers are made aware that we are a healthy school through the information booklet, school website and regular newsletters and how our approach to healthy eating is in keeping with this.

The Whole School Food policy can be found at :-

<https://www.camdengirls.camden.sch.uk/page/?title=Policies+and+Procedures&pid=71>

Code of Conduct for CAMDEN SCHOOL FOR GIRLS Dining Hall

This code of conduct has been compiled by staff and the Student Council.

The Dining Hall is a designated safe place to eat. It offers healthy and nutritious food. All members of the school community have the right to enjoy their lunch in a calm, peaceful and cooperative atmosphere. We are all responsible for upholding this.

General principles:

- Students can check the school menu on the school website.
- Students must leave the Dining Hall once they have finished eating.
- Students and parents must ensure that they have enough money on their ParentPay account before purchasing food. **This should be at least 24 hours in advance.**
- Packed lunches are allowed in the Dining Hall.
- Only 6th Form students are allowed to leave the site at lunchtime, but must not bring take-away meals back onto the school site. Microwave food can only be eaten in the 6th Form Common room.
- Students must walk calmly and sensibly into and out of the Dining Hall and cooperate with all others.
- Students must follow the instructions of the Meal time Supervisors and lunchtime staff at all times.
- Students must demonstrate good manners and politeness at all times.

When queuing:

- Queue in an orderly way.
- Queue in the correct line for the food you wish to buy.
- Wait to be directed to the counter by a Meal Time Supervisor.

When eating:

- Remain seated at a table.
- Speak quietly and do not shout.
- Make sure that you do not leave food on the tables. If you spill anything, tell a Meal Time Supervisor.
- Allow others space to sit down and do not 'save' seats. Remember that we all have an equal right to sit and have our lunch in the Dining Hall.
- All food requiring cutlery can only be eaten in the Dining Hall or the back courtyard.

When finished:

- Clear away your plate at one of the designated stations.
- Place all litter in the bins.
- Leave the Dining Hall.

CITIZENSHIP

The school ethos of promoting mutual respect in a safe and tolerant learning environment is underpinned by a curriculum which teaches students to be well informed and responsible citizens. We expect their active engagement in developing the necessary skills and knowledge to become a good citizen in our school and in the wider local, national and global community.

Becoming an informed citizen with the pertinent skills of enquiry and communication is taught within the PSHEE curriculum and is also delivered as a crucial element in the schemes of work of many other curriculum subjects e.g. History. Students learn about issues and dilemmas on human rights and responsibilities, tolerance and discrimination, and Parliament and democracy. They are expected to be able to debate and empathise orally and in writing. Opportunities to negotiate, reflect and develop social and moral responsibilities are exceptionally well covered and are a recognised strength of the school.

Whole school policies enhance and demonstrate that the Camden School community is built on respect and understanding. Robust policies, e.g. Anti-Bullying, Behaviour, Equal Opportunities and Promotion of Racial Equality all challenge viewpoints and actions which are unfair and which display intolerance and prejudice.

Students are expected to participate in decision making within the school, e.g. new Anti-Bullying policy, and we offer certificates and awards each year to reward and acknowledge examples of good citizenship.

Students are encouraged to support and strengthen our community by involvement in any or all of the following:

- Elections for Head Prefect and deputies, also mock elections
- Representatives on Whole School Council
- Mentoring to Year 7
- S.O.S. trained peer counselling for conflict resolutions
- Environmental design projects, e.g. Year 10
- Year 10 Work Experience – rights and responsibilities in the workplace
- Analysis and approval of draft documents, e.g. on teenage health by Local Authority
- Individual student Mentoring in work related learning
- Organise Summer Fair
- Organise refreshments at Parents' Evenings
- Enterprise activities, e.g. School Council Shop
- VIP programme – visiting speakers regularly come to talk to students about a range of different issues
- Organise events for charity (i.e. Pink Day for breast cancer and Y7 LEPRAs)

Other events such as school plays and concerts offer students from all abilities and backgrounds the opportunities to join in our community and help them to understand the importance of their contribution.

Within our philosophy of inclusion and opportunity, it is our expectation that all students will participate in school events. Pupil Premium Funds can be spent on special activities for the Focus First disadvantaged group.

Citizenship in the PSHEE Curriculum

Year 7:

- Transition to secondary school; pupils' role in the school community, importance of diversity and conflict resolution
- Finances: bank accounts, budgeting, savings, debt etc
- Role of charities in communities

Year 8

- The Equality Act, the United Nations and the Human Rights Act
- Challenging discrimination
- How laws are made and the legal system

Year 9

- Parliament, elections and democracy
- Human Rights issues

Year 10

- How laws are made and the legal system
- The role of the UN, EU and Commonwealth in Britain and across the world
- Finances: budgeting, savings, debt, credit and how public money is spent
- Challenging discrimination

Year 11

- Being responsible global citizens

School Organisation

Citizenship is taught across a range of national curriculum subjects, including PSHEE (as outlined above), but also History, Geography and Theology and Philosophy. Other subjects, notably English, Classics, Art and Science also contribute to the wider range of curriculum opportunities.

Assessment

Assessment is at the heart of a successful curriculum and is a fundamental part of good teaching and learning. It enables learners to recognise achievement and make progress, and teachers to shape and adapt their teaching to individual needs and aspirations. Effective assessment enables learners to make smooth progress throughout their time at school.

Progress for Citizenship at the end of Key Stage 3 and 4 is measured through a number of methods, including group projects, quizzes and individual tasks. Form tutors also write a school report for PSHEE and reflect on students' progress and engagement in the lessons.

Monitoring and Evaluation

There is an annual inter-departmental review which ensures that the curriculum has been delivered. Learning walks and lesson observations are also carried out by the Heads of Year and the PSHEE Lead.

Citizenship Curriculum

Citizenship focuses on the political and social dimensions of living together in the UK and recognises the influence of the historical context. Citizenship also helps pupils make sense of the world today and equips them for challenges and changes facing communities in the future.

The study of citizenship should include:

- Political, legal and human rights, and responsibilities of citizens
- The roles of the law and the justice system and how they relate to young people
- Key features of parliamentary democracy and government in the constituent parts of the UK and at local level, including voting and elections
- Freedom of speech and diversity of views, and the role of the media in informing and influencing public opinion and holding those in power to account
- Actions that individuals, groups and organisations can take to influence decisions affecting communities and the environment
- Strategies for handling local and national disagreements and conflicts
- The needs of the local community and how these are met through public services and the voluntary sector
- The functions and uses of money, the importance and practice of budgeting, and managing risk, income and expenditure, credit and debt, insurance, savings and pensions, financial products and services. How economic decisions are made, including where public money comes from and who decides how it is spent.
- The changing nature of UK society, including the diversity of ideas, beliefs, cultures, identities, traditions, perspectives and values that are shared
- Migration to, from and within the UK and the reasons for this
- The UK's relations with the European Union and the rest of Europe, the Commonwealth, the United Nations and the world as a global community
- Stereotyping and extremism

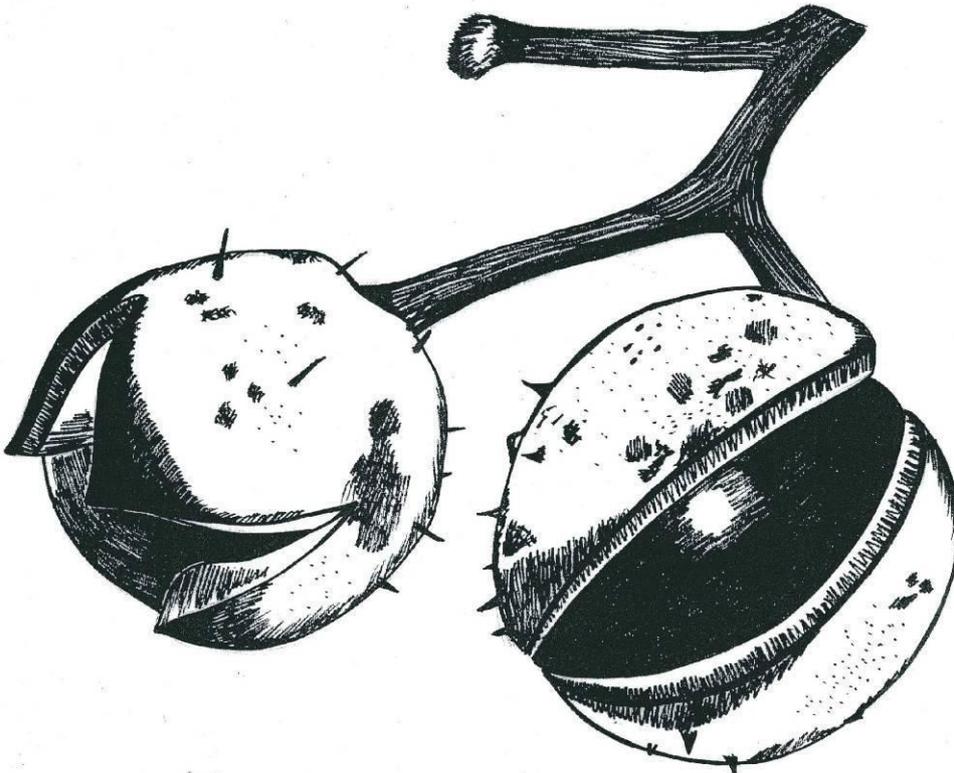


THE EDUCATION WELFARE OFFICER

The Education Welfare Officer (EWO) provides a support service to schools, parents and children in Camden. The Education Welfare Officer may become involved in matters concerning attendance and children out of school, special educational needs, child protection, exclusions and issues relating to behaviour. The role of the EWO is to support the partnership between parents and schools to ensure that students are able to achieve their potential.

The Educational Welfare Officer has a statutory responsibility to follow up issues around non-attendance. If there are any problems with your child's attendance at school we may ask our Educational Welfare Officer to contact you. The EWO may wish to see you and your child at your home, or perhaps in school, to discuss the reasons for non-attendance and to provide support and help to improve the situation.

However, should non-attendance remain a concern following intervention by the EWO, Camden Education Authority may prosecute parents under the 1996 Education Act (section 444).



SUMMARY OF BEHAVIOUR POLICY

This policy provides the framework that supports the work of Camden School and ensures that students can feel secure and able to learn. Staff can feel confident that a robust and explicit structure of sanctions and rewards is in place. Its delivery requires staff to have consistent expectations of a purposeful and co-operative school environment where we help to develop independent and responsible young people.

This policy is underpinned by our commitment to create a social atmosphere which does not rely upon rigid inflexibility but is built upon a regard for our agreed community values, respect for and the promotion of individual potential and socially accepted good manners.

The management of adolescent behaviour is challenging and complex and calls for high level interpersonal skills, patience and a sense of humour.

What is Acceptable + Unacceptable Behaviour?

Acceptable behaviour

Acceptable behaviour is that which promotes co-operation, compassion and consideration from students in their relationships with teachers, other school staff, visitors, fellow students and local residents. This supports a learning environment which creates a safe climate to promote high achievement.

Unacceptable behaviour

Examples of unacceptable behaviour include:

- Verbal abuse
- Constant low level disruption
- Threatening language or behaviour to another pupil, teacher or a member of the public
- Intimidation
- Physical abuse
- Bullying and harassment including racist, sexist and homophobic, transphobic or biphobic abuse
- Deliberate isolation of a student
- Graffiti and a wanton disregard for our environment
- Substance abuse on site and at the school gate
- Inappropriate use of mobile phones (e.g. filming)
- Abuse through social media (e.g. Facebook Twitter and YouTube)
- Loud, rowdy corridor behaviour
- Inconsiderate, antisocial behaviour during performances
- Extreme and offensive views and behaviour

The Camden School community clearly understands the importance of co-operation and consideration as it is communicated through the 'Camden Compass', School Information Booklet and the Home-School agreement.

CAMDEN SCHOOL FOR GIRLS APPEARANCE CODE

We do not have a uniform at CSG but we expect students to wear clothes and footwear which are appropriate to an academic institution.

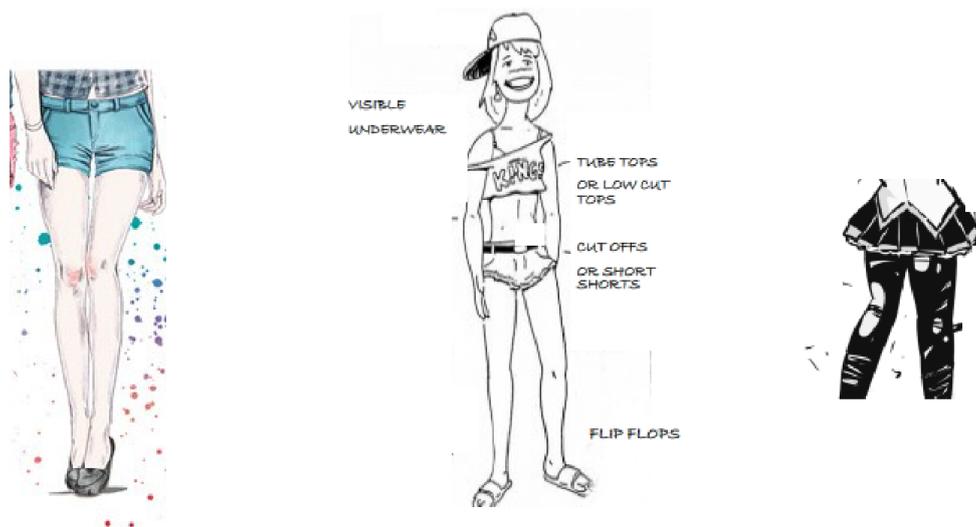
Students wearing clothes which are too revealing, unsafe, have an offensive picture/slogan or restricts communication may be sent home to change or asked to wear alternative clothing provided by the school.

The following are examples of inappropriate clothes for school:

- See through clothing
- Strapless tops/cut off tops which expose bare midribs/tops with spaghetti straps/tops which reveal underwear
- Very short or cut off shorts/ mini skirts and dresses - even with tights
- Face covering which prevents identification and full communication
- Flip flops / sliders
- Ripped or torn tights

At Camden School for Girls we are proud of our students and respect their individuality/originality; however students' clothing needs to be appropriate for a working school day and reflect the professional environment of the school. The Head of Year's decision is final.

So, let's say **NO** to:



CAMDEN SCHOOL FOR GIRLS



ANTI – BULLYING POLICY

COULDN'T CARE...MORE!



We want a community which is characterised by tolerance, kindness and friendliness. There should be respect for others and admiration for ambition and daring to be different. All members of the school community have a right to be in a secure and caring environment.

Bullying is never tolerated or ignored as it causes such unhappiness and hurt. It destroys a person's self confidence and makes them feel worthless and alone.



Bullying is any behaviour which is deliberately intended to hurt, threaten or frighten another person or group. A bully is someone who knows that their actions, whatever they may be, will cause suffering. The bullying is deliberate and is calculated to undermine and upset.



Bullying can be identified as any of the following actions:

- Any form of violence
- Deliberately leaving people out
- Ganging up on someone
- Hurtful whispers
- Nasty, threatening looks or attitudes
- Students who say really unpleasant things and then say they were "only joking"
- Offensive mobile phone messages and website messages
- Misusing technology (internet or mobile phones) to hurt or humiliate another person
- Insulting people because of such things as:

Race	Friends and popularity
Family	Clothes
Money and possessions	Religion
Being poor	Accent
Ability	Political views
Size	Disability
Appearance	Interests



Sexuality

How can you help?

We understand that the power that some bullies have stops students from showing open support for the victim. They do not want to be next. But to stop bullying, you must agree to show your concern and disappointment by:

- Telling the victim that you support her
- Talking over the situation with an adult either in school or outside school
- Showing your disapproval to the bully by being critical of her actions in an assertive way and not in an aggressive way.

If you do nothing and walk away, or worse still 'snigger' because you are scared, the bully will think you approve of her actions and do it again.

What will happen to the bully?

- Warning from HOY
- Detention
- Referral to Deputy Headteacher or Police Liaison Officer
- Internal fixed term exclusion
- External fixed term exclusion



If you are a bully – CHANGE NOW !

- Ask yourself

.....why you do it. Is it because you are bullied at home or were bullied yourself at primary school? Is it because your friends expect you to be tough and loud? Is it because when you make a fool of someone, everyone laughs and you feel important?

- Accept

.....that it is wrong. You are making someone miserable so that you can feel powerful. Change your attitude and probably change your friends. Become more tolerant and appreciate and accept differences in our community.

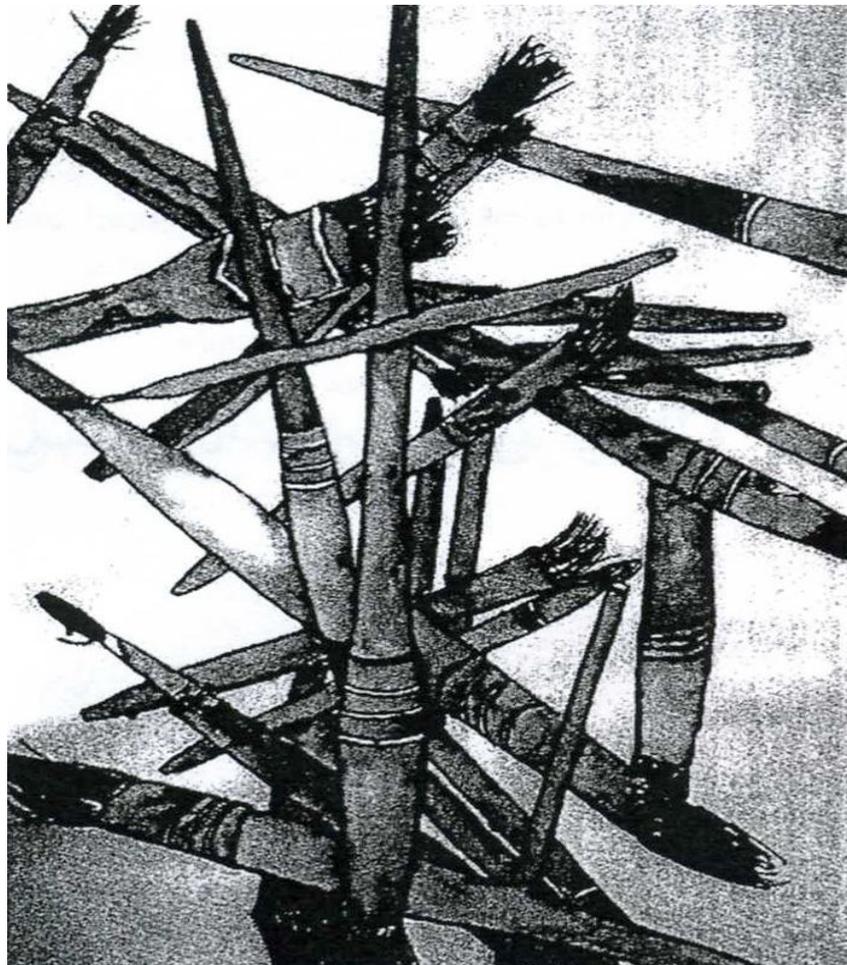
- Realise

.....that you have made some mistakes and that you need to think about the way you act. Would you want someone bullying a member of your family – no, of course not! **So please change.**



School Action

If a member of staff is told about bullying they will **not** immediately interview the bully. A Head of Year or Deputy Head will listen to the description of the incident and will make a decision on the action depending upon the circumstances, e.g. if repeated bullying, if the victim and bully were best friends, if violence was involved, if parents know about it, if racism or homophobic, transphobic or biphobic remarks were involved, if the students were different ages or if the bullying was carried out via mobile phones or internet.



School Sanctions

If a student is accused of bullying, the incident will be thoroughly investigated.

- Both the victim and the student accused of bullying will be interviewed and accounts written.
- Witnesses will be asked to write down their version of what happened.
- If the incident(s) involved violence, racism or repeated intimidation, the bully can expect an exclusion for a fixed number of days or, in extreme cases, she may be permanently excluded.
- If appropriate, the victim and bully will make a written agreement on their future behaviour towards each other and a 'circle of friends' can be created to monitor and discuss progress.
- The bully will be asked to accept support and talk over their actions with a member of staff.



If you are being bullied remember:

1. It is your right to feel safe in school.
2. Don't keep it a secret; you have no reason to be ashamed.
3. Tell a teacher; they will act with your consent.
4. If you feel that you cannot tell a teacher, talk to a member of the Head Prefect team or a trusted adult.

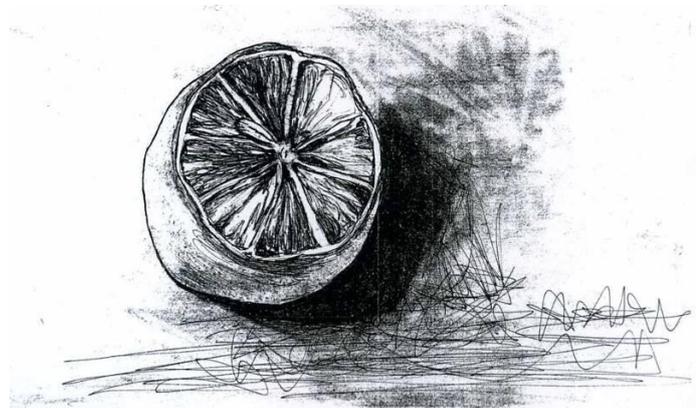
REWARDS AND SANCTIONS

Rewards

In Camden School for Girls emphasis is placed on praise and encouragement. There should always be some form of recognition for students who have achieved what has been asked of them.

Rewards are mainly associated with the following procedures and in the following context:

1. Examples of pupils' work are displayed as often as possible.
2. Opportunities to help at school occasions - plays, concerts, Parents' Evenings – are provided and participation encouraged, so that personal qualities and strengths can be shown and recognised.
3. Achievements in the community, at musical events, on the sports field and in the Arts are praised and reported to the parents in the Friday News.
4. Departments are encouraged to set personal targets, reward and recognise the satisfactory completion of short-term topics within modules of work.
5. Punctuality Certificates are awarded to students with outstanding records of punctuality. Excellent attendance and punctuality figures are reported in the Friday News.
6. Student summative profiles emphasise and record achievements in the school and within the community.
7. The report book, which is filled in with comments at the end of each lesson for a particular individual, is usually used as a sanction; however it can be used to highlight improvements in behaviour.
8. Commendations: each department sets down guidelines for its members on how commendations should be awarded. There is agreement within the school that the chief criterion should be effort rather than achievement.
9. Headteacher's Commendations
10. Gifts and vouchers



Sanctions

Punctuality

Morning registration takes place from 8:45 am - 9:00 am every day apart from Monday when students are expected to attend registration at 8:40 in time for the main school assembly. Form tutors will take the class register by 8:50 after which the register is closed and any student arriving after that will be marked in as late. A member of staff is present at the school gate every morning to record the names of students who arrive late and they will automatically be expected to attend late detention from 1 - 1:20 pm that lunchtime. If a student is persistently late for either morning registration or lessons throughout the day the Head of Year may put a student on a daily punctuality report card for a fixed amount of time to ensure an improvement is made. The Head of Year may also decide to refer a student to the school Education Welfare Officer.

All student profiles carry a record of punctuality and student references always refer to concerns.

Attendance

Parents should telephone or email the school on the first day of absence. All time away from school should be covered by a note from home or a doctor's letter. By 11.00 a.m., if a student is absent and parents didn't call, we send a message through ParentMail.

The Education Welfare Officer checks attendance every week. If there are unusual patterns of absence this will instigate a home visit. We are now required to report to the Local Education Authority, to parents and to governors our attendance figures including Unauthorised Absence. Such an absence is one which is not authorised by the school and it is also given to students who arrive 30 minutes after registration closes.

Truancy from individual lessons is detected by:

Years 7 + 8 - report books

All profiles and references record attendance. Heads of Year monitor attendance as well.

In **very** special circumstances the headteacher **may** grant an authorised absence of up to two weeks for an extended journey overseas. The headteacher usually refuses to authorise a family holiday in term time. A date is fixed for the student's return. If the student does not return, the school asks the family to notify the school within two weeks of a new return date. If no communication is received the school writes to inform the family that the student's name will be **taken off roll**. If the family informs the school that they require a further extension, it is explained that this can only be for two weeks, with a fixed return date. Failure to return on the agreed date can result in a referral to the EWO. Equally a holiday in term time without permission from the headteacher can result in a penalty fine of £60.00 per family – this increases with non-payment.

Lesson Behaviour

Uncooperative behaviour in lessons may result in the class teacher sending the pupil to work at the patrol desk. There is always a teacher at this desk who records details of the incident and the Deputy Head (Pastoral) and the Head of Year receive a weekly report. Persistent disruptive behaviour is investigated by the student being placed on an individual lesson by lesson report which is co-signed by parents and the Head of Year every evening. Teachers may keep a pupil in school for **30** minutes at the end of the school day without informing parents.

Poor behaviour and a lack of concentration in most lessons may indicate a special educational need and after departmental, pastoral and parental discussions, a meeting would be arranged with our Learning Mentors or Educational Psychologist.

Swearing at a Member of Staff

Swearing and using abusive language towards any member of staff results in an exclusion for a fixed term.

Graffiti and Vandalism

With as much detective work as possible we try to track down pupils who spoil areas in the school. The toilets are key areas for graffiti and we try to combat this by having a break duty patrol of the toilets. Only students whose names appear on the Special Concerns Notice Board for medical reasons are allowed to go to the toilet on demand.

Lunchtime Behaviour

Senior members of staff are on duty each lunchtime with three dinner supervisors. The supervisors keep a daily record of any incident involving unacceptable behaviour. Pupils eating in form rooms or being discourteous to a supervisor are reported to the Head of Year and are given a lunchtime detention(s). The parents may or may not be contacted but the detention would be recorded.

Years 7 - 11 pupils are not allowed out of the school grounds at break or lunchtime. Pupils not keeping this rule are given a lunchtime detention from 1.00 p.m. to 1.20 p.m. by the Head of Year.

Suspected Theft

Pupils are asked not to bring money or valuables into school. If money has to be brought into school it should be given to the form tutor who must give it to the office staff to put in the safe. If a theft occurs and no-one has left the room, bags will be inspected. Statements are taken from all concerned parties and parents are kept informed.

Smoking or vaping

Smoking /vaping is not allowed on school premises. Pastoral Social and Health Education (PSHEE) programmes continually try to drive home the non-smoking message.

If a pupil is caught smoking /vaping on school premises there would be a fixed term exclusion and parents would be informed. Sixth form pupils are constantly reminded that Camden School for Girls does not tolerate smoking in the vicinity of the school including Sandall Road.

Drugs and Alcohol

The PSHEE programme alerts teachers to the symptoms of drug use. If drug taking or the possession of drugs is suspected the Head of Year would proceed in accordance with the Drugs Policy. A summary of the sanctions for drug abuse can be seen overleaf.

Fighting

An exclusion from school is **always** the sanction for fighting. Statements are taken from all parties and the Head is informed of the incident. Work is set for the duration of the exclusion and a date is fixed for the pupil's return to school. Parents are telephoned and, if they are at home, the pupil leaves the premises as soon as possible. A letter is written to the parents explaining the incident and asking them to accompany their child to school when the exclusion ends.

On their return to school the pupil will see the Head of Year and Head or Deputy to discuss the incident. Each fight and exclusion are logged.

Bullying

Bullying, threatening behaviour, intimidation and racial abuse are not tolerated at Camden. Students have produced a policy document to highlight the situation and teachers will act immediately if they see or are told about any form of bullying. Teachers are alert to the problem and understand that what may appear to be trivial teasing to an adult is in fact causing a great deal of hurt and suffering. Teachers report the incident to the HOY and every situation is investigated. Parents of both the victim and the bully are informed. An exclusion may result.

SUMMARY OF ACTIONS AND SANCTIONS FROM DRUGS POLICY

		Parents Told	Police Told	School Action Sanctions (All sanctions are for first infringement of the rules. A second offence would often mean a permanent exclusion. In the case of dealing a recommendation would be to permanently exclude.)
Smoking (including electronic cigarettes)	Possession or found Smoking in School or smoking at School Gate	✓		Years 7-13 – Fixed Term Exclusion
Alcohol	Possession or found drinking in school	✓		Years 7-13 – Fixed Term Exclusion
Solvents	Possession or using in school	✓		Years 7-13, Fixed Term
Illegal Drugs (all classes including legal highs)	Possession or using in school	✓	✓	Years 7-13, Fixed Term
	Dealing and Selling in School	✓	✓	Years 7-13, Permanent Exclusion

DISCIPLINARY GUIDANCE

'Exclusion' is a Headteacher's legally binding instruction that a pupil must not attend school for disciplinary reasons.

1. Types of Exclusion

There are two types of exclusion – 'Fixed Period' and 'Permanent'.

A **Fixed Period** exclusion is one in which a date has been set for the pupil's return to school. A **Permanent** exclusion is one where the Headteacher intends the student not to return to the school and requests the governors to uphold the decision.

Only the Headteacher can make an exclusion. A Deputy Headteacher can only exclude in the Headteacher's absence if the Headteacher cannot be contacted and it is not reasonably possible to delay the decision.

Exclusion can only be used for disciplinary purposes in accordance with the school's policy on Behaviour and Sanctions (see chart).

2. Fixed Period Exclusion

At Camden School for Girls a fixed period exclusion is a sanction which is used in the following circumstances:

- a. Threatening behaviour, abusive language, bullying, intimidation, racism, fighting or a violent action directed towards any person in the school community or any member of the public, on or off the site of Camden School for Girls, whether during or outside school hours.
- b. Drinking alcohol, smoking or solvent abuse on school premises.
- c. Possessing, using or distributing illegal drugs on or off site (see Drugs Policy).
- d. Vandalism to school property or theft from students or staff.
- e. Frequent disruption in lesson after warnings and preventative interventions.
- f. Failure to follow instructions in high risk situations e.g. fire drills, science labs or field trips.
- g. IT and media abuse directed towards staff, students or member of the public e.g. Facebook, mobile phones, YouTube.
- h. Persistent antisocial behaviour in our local neighbourhood during school hours e.g. smoking on private premises, stealing from shops or littering common areas.

Disciplinary Hearings

If a student has fifteen days or more of a fixed period of exclusion in a term, a Disciplinary Panel of Governors will convene a meeting. At CSG, if a student has three fixed period exclusions a Disciplinary Panel will meet to issue a strong, final warning.

Permanent Exclusion

At Camden School for Girls a permanent exclusion is the final and the most serious sanction. It is given after a series of fixed term exclusions and also for a 'one-off' offence, on or off site, such as those listed below:

- serious actual or threatened violence
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon
- downloading and distribution of sexually offensive material

The Headteacher may also consider permanent exclusion for persistent and defiant misbehaviour, repeated possession and/or use of an illegal drug or alcohol on school premises.

3. Duration of Exclusion

The Headteacher decides upon the length of the exclusion which will take into account the seriousness of the offence, the student's age and previous exclusion record. (An exclusion of up to ten days should be used when a school wishes to show that this exclusion is a 'last warning' with any further serious offence requiring permanent exclusion. A letter to the parents would explain the situation.)

a. Procedure

- i. Student(s) is (are) sent to sit at patrol and the HOY/Deputy Head Pastoral is informed. Student(s) may be withdrawn from lessons by HOY/Deputy Head.
- ii. The student(s) is (are) asked to write and sign a statement giving her account of the incident.
- iii. Other members of the school community, who were involved or witnessed the incident, may also be asked to write and sign a statement.
- iv. The incident is discussed with the Headteacher who decides to exclude. The Headteacher interviews the student(s).
- v. The student(s) is (are) informed of the decision and the Deputy Headteacher telephones the parents. When the parents are contacted, the student is asked to leave the school premises as soon as the formal exclusion letter is complete.

b. The Headteacher's Fixed Period Letter will state:

- i. Pupil(s) full name, date of birth, form.
- ii. Whether the exclusion is permanent (and start date) or fixed period (and the precise period of the exclusion).
- iii. Reason for the exclusion.
- iv. An invitation to the parent(s)/carer(s) to inform the governing body and local education authority in writing if they wish to make representations against the exclusion and therefore generate a meeting with governors and LA if the exclusion is between 5 and 15 days.
- v. A brief description of the schoolwork the pupil should complete during the exclusion.
- vi. A request that the parent(s)/carer(s) escort the student to school and attend an interview with the Headteacher or Deputy Head after the exclusion.
- vii. Any action or monitoring which is likely to be taken on the student(s)' return, e.g. 'on report'.
- viii. Appeal rights.

c. Return to School – Reintegration Meeting

It is usual that a meeting takes place between the Headteacher/Deputy Head and student and parent(s)/carer(s) on the morning of the return to school. Parent(s)/carer(s) and student are reminded that all exclusions are recorded. If parents cannot attend, the student will return to school on the agreed date and every effort will be made by the school to arrange another meeting; these efforts may well include Learning Mentor to visit the home.

All appropriate staff should be aware in advance of the student's (s') return date and the student's (s') record of exclusions may prohibit the student(s) joining non-curricular school trips. Students could be expected to carry out some form of community activity for the school.

The Headteacher's recommendation of a permanent exclusion must be upheld by the Governors. A meeting should take place whereby the parents, students, staff and LA officer present evidence to the meeting. This meeting should take place within 15 days of the parents being informed of the exclusion.

For the first 5 days of the exclusion, the parents must be responsible for the student's welfare and the school should set work to be completed. On the sixth day, the student's education becomes the responsibility of the LA.

If the governors uphold the Headteacher's decision, which the parents disagree with, they can appeal to an Independent Review Panel. This panel can agree with the governors' decision or can ask them to reconsider. If, having reconsidered, the governors still move to permanently exclude, the school will have £4,000 deductions to cover costs of the new educational arrangements.

PROMOTING RACE EQUALITY

Statement of Aims and Values

Racism is making generalisations about the characteristics of people whose appearance, language, religion or national diversity is different from one's own. Racism indicates prejudice and discrimination because shallow stereotypes are used to falsely justify a person's exclusion from resources and opportunities. The abuse can be overt or subtle – both are damaging, hurtful and unlawful. Race Relations Act 1976 (amended 2000).

In Camden School for Girls cultural diversity is valued and respected. We make explicit demands on the members of our community to challenge all forms of racial discrimination and to encourage a shared sense of belonging.

We are proud to have over 46 language/heritage groups within the school which truly reflects our neighbourhood's diversity. We believe that every student should have the opportunity to participate in every aspect of our educational experience.

Responsibilities

Staff

- Although we all share the responsibility to create a school environment which is safe and fair, it falls to the staff to lead with a strong commitment to challenge ignorance and make it plain to all that racist views are totally unacceptable. Staff are expected to be sensitive to all forms of racial discrimination from witnessing direct physical abuse to the victimisation of a student or adult by graffiti, insulting comments, racist jokes or any form of harassment. All incidents must be reported, recorded and investigated – **none can be ignored**.
- Teaching staff always create inclusive learning strategies which take account of the ethnicity, background and language needs of their students.
- Departments systematically monitor classroom texts for cultural bias and ensure equal opportunities for displaying work and demonstrating excellence.
- Staff have high expectations of all students as regards academic achievement and data is monitored annually to show attainment and progress in all ethnic groups. Any disparities are reported and action is taken.
- Inclusion in all school activities is monitored by the SLT and positive action is taken to redress any imbalance.
- Analysis by ethnic group in the composition of tutor groups, ability sets and subject options groups is monitored by the Deputy Head (Pastoral).
- Heads of Year have effective Pastoral and Social Educational programmes on Citizenship in the curriculum to ensure that students understand that racial harassment, through insult or isolation, has no place at Camden School and perpetrators are swiftly and firmly dealt with.
- All racist incidents are recorded and monitored by the Deputy Head (Pastoral).

Students

- Camden School for Girls insists that its students follow our policy to promote race equality. They are expected to behave with mutual respect and sensitivity when working with students or adults from any ethnic or cultural background.
- All students are able to report and challenge any form of racial discrimination. A racially targeted student is reassured that the perpetrator's views are not held by the institution and are not acceptable. Students should report the incident to their form tutor or Head of Year
- The School Council members contribute to the monitoring of the policy on the promotion of race equality through an annual survey of Year Group questionnaires on Anti-social behaviour and Bullying.
- Students can discuss any personal issues with the Head Prefect team.

Dealing with a complaint against a member of staff

When an allegation of racism is made against a member of staff, it is important that a senior member of staff is told and a thorough investigation is conducted. Students and parents are kept informed as appropriate.

Racism directed against a member of staff

When a member of staff becomes the target of racism, the school would ensure that they are fully supported. If judged to be a malicious attack on the teacher, a student exclusion would probably follow or, in the case of a parent, warning letters, a report to the police and an injunction taken out.

All racist incidents are recorded and kept for two years for audit purposes (see form 'Record of Racist Incidents').

'Racism occurs when it can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping, which disadvantages minority ethnic people.'

(from the report of 'The Stephen Lawrence Inquiry' by Sir William Macpherson 1999)

Deputy Headteacher and main school students from the Promotion of Racial Equality working party



Community Awareness Canteloves Park

This park has been landscaped into a very attractive sport and leisure area. We appreciate this resource and use it for football, athletics, fitness training, rounders and skateboarding.

Unfortunately, some students have abused their welcome at lunch and breaktimes and have left litter behind. So many complaints have been received that the police are designating this park as a Dispersion Area. This means that students that are noisy and littering the area will be first moved on and if their names are taken a second time they are given a notification of the places they may not use in the future. If they take no notice of this order the police have powers of arrest!

WELFARE OF STUDENTS WITH MEDICAL AND MENTAL HEALTH NEEDS INCLUDING EATING DISORDERS

This document outlines our key considerations for the safety, health and welfare of individuals whilst maintaining the smooth running of the school for all students.

Illness

To support students through short term illnesses, Heads of Year, at the request of the parents, routinely gather work to be sent home. This work is never compulsory as the emphasis is always on the student's health and wellbeing. Should a student's illness demand a stay in hospital, every appropriate effort is made to link with the staff at the hospital to provide relevant study materials if that course of action is recommended and practical. On returning to school, students can attend homework clubs and if necessary see a Learning Mentor so that a fast rate of progress can be made.

School Trips

For students with an ongoing condition, every effort is made to integrate the student into school life but safety and the success of the school trip must take priority. Although advice can be given by the medical specialists and mental health experts, the trip leader, in discussion with the SLT line manager, will determine who is able to take part on a trip.

Reduced timetable

For a student who has had over two/three weeks away from school, it may be appropriate, with the full knowledge of the Educational Welfare Service, to have a gradual phase return to school. (Authorised absence symbol = C)

Mental Health

Adolescent mental health illnesses cover a range of conditions and a range of severity. Some students enter a phase of self-harm and depression and with appropriate treatment from CAMHS, become well and settled. Self-harm through cutting, anorexia or bulimia can be especially difficult conditions for the school to cope with and rehabilitate the student whilst also giving a guarantee of safety. In such situations a special offsite unit or school may be necessary and more appropriate. Re-introduction after treatment may need a special 'helper' but this should be short term and not intrusive.

No agreement should be drawn up to offer provision to monitor and encourage anorexic students to follow certain diets or to supervise eating on the school site.

Staff welcome medical advice but relatives and friends are not offered facilities to feed students on the school premises.

Our pastoral role is to be alert to the warning signs of an eating disorder. The list below suggests some symptoms: obvious weight loss, feeling cold, often tired, wearing several layers of baggy clothes, denies being hungry – skips lunch, friends' concern – loss of friendships, greater anxiety over work deadlines – a change to minute writing and a need for perfection, a library record of fascination with Eating Disorders.

Tutors should discuss concerns with the HOY and Designated Teacher (Safeguarding). If appropriate, parents will be asked to contact their GP after which a referral to Camden Adolescent Mental Health Service (CAMHS) should be made. If parents fail to make an appointment Social Services will be informed as it becomes a welfare issue.

Administration of drugs and necessary medical equipment

There are five trained first aid staff. Support staff are able to provide appropriate medicine under written guidance from GPs and parents. Examples of such circumstances include: Epipens, asthma inhalers, antibiotics and paracetamol. Specialised clinical situations may necessitate extra attention and vigilance, e.g. cystic fibrosis. (also see drugs policy)

Examination concessions

Parents are encouraged to contact the examination officer to receive advice on possible concessions. Each case is individually assessed.

KEEPING SAFE



At Camden School for Girls, above all else, we want all students to be safe and happy. If we achieve this, good learning will follow and students will also flourish academically. In informal discussions with parents and members of CASCA we have realised that there seems to be a series of 'Unwritten Rules' which parents adopt to ensure their child is safe and healthy. We thought that these could be shared and that other parents might want some guidance in coping with teenagers.

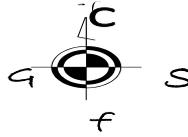
Advice to parents

- Get as many parents' mobile numbers as possible.
- After school, know exactly where your child is, ring around their friends' parents and check.
- If there is a 'Sleep Over' be especially inquisitive. Will there be any adult supervision?
- For older students ask other parents about the possibility of alcohol being unintentionally available in their homes.
- Find out how children are travelling to a venue – is the mini cab company reputable? Should you collect them?
- Agree with the parents in your child's friendship group about the time they are expected home. Don't believe the '.....but everyone else does.....'
- Never assume your child will tell you everything.....be nosey and check. Drugs are easily available in Camden Lock and other open spaces e.g. parks, and all students are offered them – even Year 7!
- If your child has a computer, place it in the main living area not their bedroom. This is to prevent contact by people intent on grooming for abusive purposes but also to keep a check on the time spent on social media.
- Don't allow access to a mobile phone or computer at bedtime to stop your child being up until late.
- Try to keep tabs on your child's clothing. Who is borrowing what from whom?
- Try to explain your level of supervision by putting it in the context of a loving concern by the whole family. Expect grumbles and even tantrums!
- Ring the school if you have concerns – ask for a meeting. Remember your child is going to think you're over protective but persevere.

Good Luck
Kathia Derrar

Camden's Compass

Everyone is **different** but we all



should have the **same** chances

C

ommunities work when there is a calm, safe and tolerant atmosphere. Please understand that bullying whether verbal or physical against any member of our community is not tolerated.

O

bjectable and rude behaviour shown to any member of our community, including visitors, is a serious breach of our code and is **not** tolerated. We do not wear a uniform but we do wear appropriate clothing for activities in school.

M

anage your own behaviour and have your own goals. Speak out for fairness and be independent. If you feel that there has been an injustice - discuss it with any member of staff or go to the Head Prefect team. We must all realise and understand that smoking and taking drugs are forbidden and strong sanctions will be applied if this rule is broken.

P

lease take pride in our environment. If you use the dining room, you must clear up after yourself. Do not graffiti or leave litter. If asked to help tidy up - do so with a smile **not** a scowl! Chewing gum gets on clothes and furnishings and is **not allowed** in school.

A

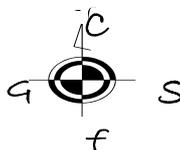
ll of us are entitled to hold a view point and be listened to in class in a quiet and respectful way. We should show courtesy by arriving on time to all lessons and having the correct equipment and kit with us.

S

ubject learning is a priority so we should keep to seating plans and follow all teacher instructions. It should be clear to us all that disruption to our lessons holds back our opportunities. Mobile phones should never be used or seen anywhere on the school premises.

S

pecial talents should be celebrated. If you have good ideas – share them. If you have exceptional skills – display them, **you** deserve our congratulations.



**Towards Better Behaviour
In Our Community**

